

Ei

75
Azadi Ka
Amrit Mahotsav



Competency Focused Practice Questions

English (Core) (Volume 1) | Grade 12



Co-created by
CBSE Centre for Excellence in Assessment
and
Educational Initiatives

PREFACE

Assessments are an important tool that help gauge learning. They provide valuable feedback about the effectiveness of instructional methods; about what students have actually understood and also provide actionable insights. The National Education Policy, 2020 has outlined the importance of competency-based assessments in classrooms as a means to reform curriculum and pedagogical methodologies. The policy emphasizes on the development of higher order skills such as analysis, critical thinking and problem solving through classroom instructions and aligned assessments.

Central Board of Secondary Education (CBSE) has been collaborating with Educational Initiatives (Ei) in the area of assessment. Through resources like the [Essential Concepts document](#) and [A-Question-A-Day \(AQAD\)](#), high quality questions and concepts critical to learning have been shared with schools and teachers.

Continuing with the vision to ensure that every student is learning with understanding, Question Booklets have been created for subjects for Grade 10th and 12th. These booklets contain competency-based items, designed specifically to test conceptual understanding and application of concepts.

Process of creating competency-based items

All items in these booklets are aligned to the NCERT curriculum and have been created keeping in mind the learning outcomes that are important for students to understand and master. Items are a mix of Free Response Questions (FRQs) and Multiple-Choice Questions (MCQs). In case of MCQs, the options (correct answer and distractors) are specifically created to test for understanding and capturing specific errors/misconceptions that students may harbour. Each incorrect option can thereby inform teachers on specific gaps that may exist in student learning. In case of subjective questions, each question also has a detailed scoring rubric to guide evaluation of students' responses.

Each item has been reviewed by experts, to check for appropriateness of the item, validity of the item, conceptual correctness, language accuracy and other nuances.

How can these item booklets be used?

There are 121 questions in this booklet.

The purpose of these item booklets is to provide samples of high-quality competency-based items to teachers. The items can be used to—

- get an understanding of what good competency-based questions could look like
- give exposure to students to competency-based items
- assist in classroom teaching and learning
- get inspiration to create more such competency-based items

Students can also use this document to understand different kinds of questions and practice specific concepts and competencies. There will be further additions in the future to provide competency focused questions on all chapters.

Please write back to us to give your feedback.

Team CBSE

CONTENTS

1. CHAPTER: THE LAST LESSON	1
Answer Key & Marking Scheme	4
2. DEEP WATER.....	7
Answer Key & Marking Scheme	8
3. LOST SPRING.....	11
Answer Key & Marking Scheme	13
4. RAT TRAP	15
Answer Key & Marking Scheme	18
5. INDIGO.....	23
Answer Key & Marking Scheme	26
6. POETS AND PANCAKES.....	30
Answer Key & Marking Scheme	32
7. MY MOTHER AT SIXTY-SIX.....	35
Answer Key & Marking Scheme	36
8. AN ELEMENTARY SCHOOL CLASSROOM IN SLUM.....	38
Answer Key & Marking Scheme	40
9. A THING OF BEAUTY	43
Answer Key & Marking Scheme	46
10. KEEPING QUIET	49
Answer Key & Marking Scheme	51
11. A ROADSIDE STAND	54
Answer Key & Marking Scheme	56
12. AUNT JENNIFER.....	59
Answer Key & Marking Scheme	61
13. JOURNEY TO THE END OF EARTH.....	64
Answer Key & Marking Scheme	66
14. THE ENEMY.....	69
Answer Key & Marking Scheme	71
15. SHOULD WIZARD HIT MOMMY.....	75
Answer Key & Marking Scheme	77

16. Evans Tries an O-level	80
Answer Key & Marking Scheme	82
17. Memories of Childhood:	85
Answer Key & Marking Scheme	86

1. CHAPTER: THE LAST LESSON

Q. No	Question	Marks
Multiple Choice Question		
Q.1	<p>At the end of the story, 'The Last Lesson', M. Hamel turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could — "Vive La France!"</p> <p>Why is this action significant to the story?</p> <p>A. It shows M. Hamel's determination to never give up on his profession.</p> <p>B. It shows M. Hamel's attempt at preserving his culture through language.</p> <p>C. It shows M. Hamel's intention to disobey the orders of the Prussian soldiers.</p> <p>D. It shows M. Hamel's effort to cheer up the students who were sad to see him go.</p>	1
Q.2	<p>The villagers were attending M. Hamel's lecture as they felt _____ for _____.</p> <p>A. responsible; M. Hamel having to leave his job</p> <p>B. resentment; M. Hamel giving up his job so easily</p> <p>C. guilty; not having learned their own language properly</p> <p>D. ashamed; not appreciating Hamel's efforts in teaching them</p>	1
Q.3	<p>In 'The Last Lesson', which of these would most likely NOT be M Hamel's thought on the day of the last lesson?</p> <p>A. "If only these students had realised the importance of their language earlier."</p> <p>B. "Why do they seem so unaffected, do they not know what has happened yet?"</p> <p>C. "I can't teach them French anymore, let me at least tell them the importance of holding on to our language."</p> <p>D. "Perhaps I should have been more considerate with these children, maybe they would have learned better."</p>	1
Q.4	<p>In 'The Last Lesson', M Hamel's decision to wear his special outfit can be best described as _____.</p> <p>A. an act of passive resistance against the Prussian army</p>	1

	<p>B. an attempt to invoke optimism in the minds of his students</p> <p>C. a symbolic gesture to emphasise the importance of the day</p> <p>D. a mere coincidence that it coincided with the day of the French loss</p>	
Q.5	<p>Based on the extract, we can deduce that M. Hamel was _____ teacher.</p> <p>A. a thoughtful but strict</p> <p>B. a humorous but proud</p> <p>C. an eccentric but punctual</p> <p>D. an unconventional but sincere</p>	1
Q.6	<p>Select the option that shows the correct relationship between (1) and (2).</p> <p>(1) M Hamel says, "Go to your place quickly, little Franz. We were beginning without you."</p> <p>(2) M Hamel has given up all hope of motivating Franz to be better.</p> <p>A. is the result of (2).</p> <p>B. is the cause of (2).</p> <p>C. is true but (2) is false.</p> <p>D. (1) and (2) are independent events.</p>	1
Free Response Question/ Subjective Type		
Q.7	<p>Based on the extract given below from 'The Last Lesson', state whether each statement is true or false with a justification.</p> <p>Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.</p> <p>1. Finding out that it was M. Hamel's last day changed the narrator's feelings about him.</p> <p>2. M. Hamel was a dedicated teacher who did not punish his students.</p>	3
Q.8	<p>...when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.</p> <p>Do you agree or disagree with the above statement from 'The Last Lesson'? Support your opinion in 40–50 words with a reason that is factual or based on your experiences.</p>	4

Q.9	Comment on regret as a theme with any two examples from the story 'The Last Lesson'. In the examples, do you think the characters' regret is justified? Explain in 120–150 words.	4
-----	---	---

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.1	B. It shows M. Hamel's attempt at preserving his culture through language.	1
Q.2	C. guilty; not having learned their own language properly	1
Q.3	B. "Why do they seem so unaffected, do they not know what has happened yet?"	1
Q.4	C. a symbolic gesture to emphasise the importance of the day	1
Q.5	A. a thoughtful but strict	1
Q.6	C. (1) is true but (2) is false.	1
Q.7	<p>Sample Answer:</p> <p>1. True. The narrator mentions that the thought of not seeing M. Hamel ever again made him forget how much he actually disliked him.</p> <p>2. False. M. Hamel would carry his ruler to class which implies that he would use it to beat or punish students.</p> <p><u>Content</u></p> <p>◆ Clearly indicates whether the statements are true or false [1]</p> <p>(1. true; 2. false)</p> <p>◆ Justifies why the statement is true or false [1]</p> <p>(1. the narrator is regretful/he mentions how he used to skip school and wander off/he wants to learn French and tries to learn everything on this last day;</p> <p>2. M. Hamel would carry a ruler/the story mentions that he would beat students/he would be cranky most of the times)</p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p>	3

	<i>Award 0 marks if none of the criteria have been met.</i>	
Q.8	<p>Sample Answer: I disagree with the given statement. I think if people are enslaved, they need a lot more than preservation of their language in order to be free. For instance, during Apartheid in South Africa, non-white people only got freedom and equality when a democratic government was formed and new laws were enacted.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly indicates agreement or disagreement with the statement [0.50 marks] (Yes/I agree/No/I disagree) ◆ Justifies the stance with any one reason [1 mark] (Agree: Language is a big part of one's identity that binds them to their culture/it is a way of preserving one's culture; Disagree: policy-level changes need to be made for people to actually be free/other aspects of our identity, like religion and holding on to our way of practising it, may be more important than our linguistic identity) <i>Accept any other valid response.</i> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	4
Q.9	<p>Sample Answer: The theme of regret runs through the story 'The Last Lesson'. When Franz enters the classroom, he notices the elders from his village sitting in the class. The villagers regret not learning their language well enough and are now afraid of losing their identity as Frenchmen. Franz is distressed as well and feels regret for not taking his French lessons seriously. He wishes that he could get another chance to learn the language. On the day of the last lesson, everyone is sad.</p> <p>I don't think the regret is justified. No one could have predicted how things would turn out and it is not correct to blame oneself for little things in the past.</p> <p><u>Content</u></p>	4

◆ Explains regret as a theme in the story with any two examples [1 mark]

(M Hamel blames himself for giving too many holidays to the students/sending the students on errands/Franz regrets not being sincere towards his French lessons/regrets not taking M Hamel's words seriously/the villagers regret not learning their language properly)

Accept any other valid response supported by the text.

◆ States an opinion about the characters' regret with justification [1 mark]

(No - we should not try to find fault in our actions retrospectively/no one could have predicted the events/they were blaming themselves because they were sad for the nation;

Yes - it is important to establish one's identity as a citizen of a country/it is important to learn one's language and know about one's culture)

Accept any other valid answer.

Organisation

◆ Presents a logical connection between ideas

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

Language Mechanics

◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

2. DEEP WATER

Q. No	Question	Marks
Multiple Choice Question		
Q.10	<p><i>I crossed to oblivion, and <u>the curtain of life</u> fell.</i></p> <p>Which of these sentences uses the expression '<u>the curtain of life</u>' as used in the above line from 'Deep Water'?</p> <p>A. The tailor had to repair many holes in the curtain of life.</p> <p>B. Congratulations on the promotion! What a curtain of life!</p> <p>C. No one alive knows what lies on the other side of the curtain of life.</p> <p>D. They never gave away the curtain their grandmother gifted them – it was a curtain of life.</p>	1
Free Response Question/Subjective Type		
Q.11	<p><i>Courage is not the absence of fear but the triumph over it.</i></p> <p>In 100–120 words, comment on the statement above with reference to the text 'Deep Water'. State two ways in which the narrator strives to overcome his fear.</p>	5
Q.12	<p><i>It had happened when I was ten or eleven years old.</i></p> <p>Well-known author Ursula K. Le Guin once said, "First sentences are doors to worlds." In 20–30 words, describe how the first sentence of 'Deep Water' given above sets the tone of the text.</p>	2
Q.13	<p><i>Father laughed, but there was terror in my heart at the overpowering force of the waves.</i></p> <p>Why did the narrator and his father have such contrasting emotions here? In 20–30 words, explain with reference to the story 'Deep Water'.</p>	2

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.10	C. No one alive knows what lies on the other side of the curtain of life.	1
Q.11	<p>Sample Answer: Even when the narrator becomes a competent swimmer, the voice of fear inside him is still present. He chooses to look it in the face and triumph over it. So the fear did not become weaker but it is the narrator who became stronger. The poet confronts his fear directly by asking for professional assistance and training. He approaches his fear in a methodical way and learns the skills required to swim well. He also continues to confront his fear until it no longer has any effect on him. He successfully swims in a difficult place on his own until he observes the fear inside him vanish.</p> <p><u>Content</u></p> <p>◆ Relates the given statement to the text [1 mark]</p> <p>(narrator's fear is present even after he becomes a competent swimmer but he is able to shrug it away/laugh at it)</p> <p>◆ States two ways in which the narrator overcomes his fear [2 marks]</p> <p>(gets professional assistance to gain the required skills/acknowledges his fear and confronts it head on/confronts his fear repeatedly and in challenging ways)</p> <p><i>Accept any other valid response supported by the story.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p>	5

	<i>Award 0 marks if there are more than four minor errors or more than two major errors.</i>	
Q.12	<p>Sample Answer: The first sentence creates a sense of fear and mystery about an event that had caused a significant change in the narrator's life that the readers would soon get a glimpse into.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States how the introductory sentence relates to the main theme of the text (the introductory sentence creates a sense of mystery regarding some significant event in the narrator's life that changed the course of his life since then) <p><i>Accept any other valid response that is supported by the story.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.13	<p>Sample Answer: The narrator's father thought his son was having fun when the waves knocked him down but the narrator was terrified because he couldn't breathe. He felt like he was being buried underwater.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the reason for the contrast between the emotion of the narrator and his father <p>(the narrator felt terrified of the water because he was scared and couldn't breathe whereas his father thought he was having fun when the water went over his head/the narrator hadn't seen waves before and was just 4 years old whereas the father was an adult who knew that it wouldn't harm him)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p>	2

	<i>Award half of the allotted marks if only one criteria has been met.</i>	
	<i>Award 0 marks if none of the criteria have been met.</i>	

3. LOST SPRING

Q. No	Question	Marks
Multiple Choice Question		
	<p>Read the extract given and answer the FOUR Questions that follow.</p> <p>Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more.</p> <p>“I sometimes find a rupee, even a ten-rupee note,” Saheb says, his eyes lighting up. When you can find a silver coin in a heap of garbage, you don’t stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.</p>	1
Q.14	<p>Why is garbage equivalent to gold for the people of Seemapuri?</p> <p>A. because they can find food only through rag-picking</p> <p>B. because they can become wealthy only through rag-picking</p> <p>C. because rag-picking helps them earn money for their basic needs</p> <p>D. because rag-picking helps them use garbage to build their houses</p>	1
Q.15	<p>Why is garbage 'wrapped in wonder' for the children?</p> <p>A. because the children don't find it demeaning to be rag-pickers</p> <p>B. because the children only go through the garbage to look for notes</p> <p>C. because the children find the possibility of finding treasure in the garbage exciting</p> <p>D. because the children don't get disappointed if they can't find money in the garbage</p>	1
Q.16	<p><i>And survival in Seemapuri means rag-picking.</i></p> <p>Which of the following assumptions can you make from the above sentence?</p> <p>A. Rag-picking is the only easily available job option in Seemapuri.</p> <p>B. People from places like Dhaka come to Seemapuri to collect garbage.</p>	1

	<p>C. People in Seemapuri enjoy rag-picking as a way of earning their livelihood.</p> <p>D. No one in Seemapuri is interested in learning skills other than collecting garbage.</p>	
Q.17	<p><i>When you can find a silver coin in a heap of garbage, you don't stop <u>scrounging</u>, for there is hope of finding more.</i></p> <p>Which of these can replace the underlined word without changing its meaning?</p> <p>A. loitering</p> <p>B. grappling</p> <p>C. searching</p> <p>D. wondering</p>	1
Free Response Question/Subjective Type		
Q.18	<p>Why does Anees Jung spend a significant portion of 'Lost Spring' talking about shoes? Explain any one reason in 30–40 words with relevant examples from the story.</p>	2
Q.19	<p>Despite the difficulties that Mukesh's family goes through, his grandmother believes that their occupation is their destiny. What could be a reason behind this belief? State your response in 30–40 words with evidence from the text 'Lost Spring'.</p>	2

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.14	C. because rag-picking helps them earn money for their basic needs	1
Q.15	C. because the children find the possibility of finding treasure in the garbage exciting	1
Q.16	A. Rag-picking is the only easily available job option in Seemapuri.	1
Q.17	C. searching	1
Q.18	<p>Sample Answer: The rich take their shoes for granted but poor people have to come up with justifications for not having shoes. Anees Jung tries to highlight the difference between the rich and the poor by showing how shoes are a luxury to Saheb and his friends who either don't own them or wear them only occasionally.</p> <p><u>Content</u></p> <p>◆ States a reason behind the author's focus on shoes [0.50 marks]</p> <p>(to highlight the difference between the rich and the poor/to underscore how differently the rich and the poor respond to basic necessities/to emphasise the challenges faced by the poor because of their poverty/to show readers the extent of poverty amongst people like Saheb/to reveal the reality of poor people like Saheb)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Supports the stated reason with evidence from the text [0.50 marks]</p> <p>(Saheb's mother doesn't allow him to wear shoes because shoes are a luxury item for them/one of Saheb's friend is okay with wearing mismatched shoes/one of Saheb's friends wishes for shoes because he has never owned them in his life/the poor consider it a tradition to walk barefoot/a priest's son prayed for a pair of shoes/another boy prayed so that he would never lose his shoes/Saheb is okay with wearing discarded shoes that have holes in them)</p> <p><i>Accept any valid response supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p>	2

	<p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.19	<p>Sample Answer: Most bangle makers like Mukesh's family are convinced that they are not capable of doing anything else because of their lack of awareness about any other occupation. They are not allowed to imagine another way of life because of their poverty. This is one of the reasons behind Mukesh's grandmother's belief, who also belongs to this community.</p> <p><u>Content</u></p> <p>◆ States a reason behind Mukesh's grandmother's belief [0.50 marks]</p> <p>(they try to justify their way of life through this statement/their poverty and lack of awareness about other occupations prevent them from doing anything else/poverty doesn't allow them to seek out other job opportunities or dream about an alternative way of life/their families have been trained in this profession for generations/they deny how cruel their reality is through this justification/they are conditioned to believe that this is the only thing they are capable of doing)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Supports the reason with relevant examples from the text [0.50 marks]</p> <p>(a woman's husband says that he knows nothing besides making bangles/Mukesh's grandmother saw her husband go blind from polishing glass/children lose their eyesight before reaching adulthood because of their involvement in bangle making/the vicious circle of the <i>sahukars</i>, the middlemen, the policemen, the keepers of the law, the bureaucrats and the politicians have kept them burdened with caste that doesn't allow them to try out other occupations/their fathers are too tired to show them another way of life/there is no leader among them who can help them see things differently/to do anything else would mean to dare and daring is not encouraged)</p> <p><i>Accept any valid evidence supported by the story.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 mark]</p>	2

	<p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
--	--	--

4. RAT TRAP

Q. No	Question	Marks
Multiple Choice Question		
Q.20	<p><i>But even so, the business was not especially profitable, so he had to resort to both begging and petty thievery to keep body and soul together.</i></p> <p>Which sentence DOES NOT use the idiom <u>to keep body and soul together</u> in the same way as used in the above line from the story 'The Rattrap'?</p> <p>A. Before Independence, we hardly earned enough to keep body and soul together.</p> <p>B. Without Mark's support, it will be all we can do to keep body and soul together.</p> <p>C. With a rejuvenating spa session, I can definitely keep body and soul together.</p> <p>D. She could barely keep body and soul together, let alone support her family.</p>	1
Q.21	<p>In 'The Rattrap', why did the peddler sign off as Captain von Stahle in his letter to Edla?</p> <p>A. because in those days, Edla knew that it was highly respectable to address someone like that</p> <p>B. because it was the name of the person the ironmaster and Edla had mistaken him for</p> <p>C. because Edla had raised him to the position of Captain with her kind nature</p> <p>D. because it was his real name but he had hidden his true identity from Edla</p>	1
Q.22	<p>In 'The Rattrap', which of these did the peddler think were his rattraps?</p> <p>(I) the entire forest</p> <p>(II) the crofter's profitable cow</p> <p>(III) the crofter's hanging wallet</p>	1

	<p>(IV) the ironmaster's offer of food and lodging</p> <p>(V) the ironmaster's daughter's kindness and acceptance</p> <p>A. (I) and (II)</p> <p>B. (III) and (IV)</p> <p>C. (I), (III) and (V)</p> <p>D. (II), (III) and (IV)</p>	
Q.23	<p>Based on the ending of the story 'The Rattrap', what is its central theme?</p> <p>A. man's inherent goodness</p> <p>B. man's opportunistic tendencies</p> <p>C. man's perspective of the world as one big trap</p> <p>D. man's determination to change his circumstances</p>	1
Q.24	<p>In 'The Rattrap', why did the peddler choose one of his own rattraps as a Christmas present for Edla?</p> <p>A. It was a symbol of how he had escaped all of life's traps successfully.</p> <p>B. It was a useful gift that would serve the actual purpose of catching rats in the house.</p> <p>C. It was meant to be a reminder to Edla of how easy it is for someone to get trapped in this world.</p> <p>D. It was his handiwork that he wanted Edla to have as it symbolised his transformation to an honest man.</p>	1
Free Response Question/Subjective Type		
Q.25	<p><i>He had naturally been thinking of his rattraps when suddenly he was struck by the idea that the whole world about him — the whole world with its lands and seas, its cities and villages — was nothing but a big rattrap. It had never existed for any other purpose than to set baits for people.</i></p> <p>What does having this insight that the whole world <i>was nothing but a big rattrap</i> tell us about the peddler? Answer in 20–30 words with reference to 'The Rattrap'.</p>	2
Q.26	<p>How did the peddler's feelings change after robbing the crofter and why? With reference to 'The Rattrap', state your response in 20–30 words.</p>	2

Q.27	Many people we meet in life leave a lasting impression on our minds. In the story, 'The Rattrap', how is the peddler affected by his meetings with the crofter and later, with Edla? Answer in 100–120 words with evidence from the text.	5
Q.28	<i>The story 'The Rattrap' shows the loneliness of many characters and the human need to bond with others in society.</i> In 100–120 words, explain any three instances to prove the above statement.	5
Q.29	In the story 'The Rattrap', both Edla and the old crofter offer the peddler hospitality but it is Edla's treatment that changes him. In around 40 words, state a reason for why Edla was able to bring about a change in him.	2

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.20	C. With a rejuvenating spa session, I can definitely keep body and soul together.	1
Q.21	C. because Edla had raised him to the position of Captain with her kind nature	1
Q.22	B. (III) and (IV)	1
Q.23	A. man's inherent goodness	1
Q.24	D. It was his handiwork that he wanted Edla to have as it symbolised his transformation to an honest man.	1
Q.25	<p>Sample Answer: The peddler having this insight that the whole world was nothing but a big rattrap tells us that the peddler was quite a philosopher and has had many experiences in life which led him to think this way.</p> <p><u>Content</u></p> <p>◆ States what having this insight tells us about the (peddler was quite a philosopher/had many teaching moments/experiences in life/harsh reality/insightful)</p> <p><i>Accept any other valid interpretation.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.26	<p>Sample Answer: Initially, the peddler was quite pleased with his ingenuity. Later, however, he realised the risk of being caught by the police. Eventually, he recalled his thoughts about the world being a rattrap and how he had let himself be fooled by a bait and would now be caught.</p> <p><u>Content</u></p>	2

	<p>◆ States the change in the peddler's feelings and its (initially - excited/pleased with himself/driven by greed/impulsive/happy/thinking he's very smart eventually - regretful/disappointed/worried/reflective)</p> <p><i>Accept any other valid response.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.27	<p>Sample Answer: The good people we meet in life always make an impression on us. Even a stranger's compassionate understanding can transform a person and bring out his/her inherent human goodness. This was also the case with the peddler, whose chance meeting with the crofter and Edla brought about a positive transformation in him.</p> <p>The widowed old crofter was extremely warm and welcoming to the peddler. Despite his hospitality, the peddler stole from him and broke his trust. He later recalled how kind and generous the crofter had been to him, and how he had repaid him for it. He felt guilty and ashamed of his actions and hence returned the money at the end of the story.</p> <p>The young girl, Edla, too treated him with kindness despite knowing his true identity. She even went against her father's wish so that the stranger could continue staying at their home.</p> <p>The peddler who had always considered the world to be a rattrap that ensnared anyone weak enough to fall for it, felt free from this trap due to the generosity and sympathetic attitude of the crofter and Edla towards him. In the end, he leaves behind a letter of gratitude for Edla with a Christmas gift and the money he had stolen from the crofter, to be returned to its rightful owner.</p> <p><u>Content</u></p> <p>◆ States how the peddler is affected by his meetings with the crofter and Edla</p>	5

	<p>(- with the crofter who showed kindness to the peddler/betrays him by stealing his money/later is guilty and ashamed of his actions/mends his ways</p> <p>- with Edla who showed kindness /he writes a letter of gratitude/tries to live up to her expectations/</p> <p>- after meeting these people, the peddler shows a positive change/becomes a transformed man)</p> <p><i>Accept any other valid answer supported by the story.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.28	<p>Sample Answer: One of the main themes of the story is of loneliness. All the characters of the story — whether it was Edla, the ironmaster, the crofter or the peddler — were victims of loneliness.</p> <p>The peddler is a lonely man who has always been shunned by society’s cold and bitter attitude. When he goes knocking at the old cottage door, little does he expect the hospitality that he eventually receives.</p> <p>The crofter welcomes him with open arms, as he is thrilled to have someone to talk to, after so long. He serves the peddler hot food, gives him tobacco for his pipe and plays a game of cards with him as well. He is an excellent host who goes on to share some secrets with the stranger too.</p> <p>The ironmaster and his daughter, on the other hand, miss having company and this makes Edla extend this invitation to the peddler.</p> <p>Thus, the need for human bonding emerges as one of the main themes of the story.</p> <p><u>Content</u></p> <p>◆ Identifies the characters in the story that exhibit loneliness [1 mark]</p>	5

	<p>(peddler/crofter/ironmaster/Edla)</p> <p><i>Accept any other valid answer supported by the story.</i></p> <p>◆ Supports the given statement with any three pieces of textual evidence [2 marks]</p> <p>(- peddler goes into his own meditations as he is lonely/peddler looks for shelter/is happy to stay with the crofter/accepts Edla's invitation to stay at her home</p> <p>- crofter is a widower/lives alone/welcomes stranger/is very hospitable and trusting of him</p> <p>- Edla and her father are lonely/crave company during festive season/allow peddler to stay on despite knowing his reality/extend future invitations to him too)</p> <p><i>Accept any other valid answer supported by the story.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.29	<p>Sample Answer: I think Edla's treatment changed the peddler because she was a kind hostess to him even after she found out who he really was: a poor man who had lied about his identity. This acceptance is what motivated him to be better.</p> <p><u>Content</u></p> <p>◆ States a reason for why Edla's treatment changed the peddler</p> <p>(she accepted the peddler for who he was/she trusted the peddler to be in their house after knowing who he was/she stood up to her father for him/she upheld her principles of kindness and charity in the face of actual events/she chose kindness over discrimination/she treated the peddler with</p>	2

respect which made the peddler want to be someone who could be respected)

Accept any other valid response.

Expression

◆ Presents a logical connection between the ideas [0.50 marks]

◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one criteria has been met.

Award 0 marks if none of the criteria have been met.

5. INDIGO

Q. No	Question	Marks
Multiple Choice Question		
Q.30	<p>Based on 'Indigo', which of these was a direct consequence of the Champaran Civil Disobedience movement?</p> <p>A. The British were defeated and had to quit the country.</p> <p>B. The farmers were empowered and realized their own worth.</p> <p>C. Champaran became famous and known to the rest of the world.</p> <p>D. Gandhi became known as a great writer and campaigner of human rights.</p>	1
Q.31	<p>In 'Indigo', why did Gandhi accept only 25% of the refund for the farmers?</p> <p>A. because the fight was never about money, but about prestige and peasant rights</p> <p>B. because the fight would be tiring for everyone, so taking the offer would be smart</p> <p>C. because the farmers feared retaliation from the British officials and even stricter laws</p> <p>D. because the farmers were fearful of getting nothing at all if Gandhi refused their offer</p>	1
Q.32	<p><i>In smaller localities, the Indians were afraid to show sympathy for advocates of home-rule.</i></p> <p>Which of these can be inferred about the Indians described in the above line from 'Indigo'?</p> <p>A. They were not followers of Gandhi's philosophy.</p> <p>B. They believed that the British were doing a good job.</p> <p>C. They could not predict how the British would respond.</p> <p>D. They thought that their support would do little for Gandhi.</p>	1
	<p>Question 33-36 are based on the passage below. Read the given extract to attempt:</p> <p><i>Morning found the town of Motihari black with peasants. They did not know Gandhi's record in South Africa. They had merely heard that a Mahatma who wanted to help them was in trouble with the authorities. Their spontaneous</i></p>	1

	<p><i>demonstration, in thousands, around the courthouse was the beginning of their liberation from fear of the British.</i></p> <p><i>The officials felt powerless without Gandhi's cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians.</i></p> <p><i>The government was baffled. The prosecutor requested the judge to postpone the trial. Apparently, the authorities wished to consult their superiors.</i></p>	
Q.33	<p>The action of the peasants in the above extract can be understood as an example of which of the following Gandhian principles:</p> <p>(i) self-rule</p> <p>(ii) non-violence</p> <p>(iii) civil disobedience</p> <p>A. (i) and (ii)</p> <p>B. (i) and (iii)</p> <p>C. (ii) and (iii)</p> <p>D. (i), (ii) and (iii)</p>	1
Q.34	<p>Select the proverb that sums up the essence of the above extract.</p> <p>A. Barking dogs seldom bite.</p> <p>B. Beggars can't be choosers.</p> <p>C. A spark can start a great fire.</p> <p>D. A bird in hand is worth two in the bush.</p>	1
Q.35	<p>According to the extract, which of the following is NOT true?</p> <p>A. The revolting farmers had burned black the town of Motihari.</p> <p>B. The protest by the revolting farmers had perplexed the government.</p> <p>C. The officials banked on Gandhi's support to control the revolting farmers.</p> <p>D. The revolting farmers proved to the officials that their authority was not absolute.</p>	1
Q.36	<p>Select the option that shows the correct relationship between (1) and (2).</p> <p>(1) The authorities were puzzled.</p> <p>(2) They asked their prosecutor to request the judge for more time.</p> <p>A. (1) is the effect of (2).</p>	1

	<p>B. (1) is the cause of (2).</p> <p>C. (1) is true but (2) is false.</p> <p>D. (1) furthers the meaning of (2).</p>	
Free Response Question/Subjective Type		
Q.37	<p><i>In smaller localities, the Indians were afraid to show sympathy for advocates of home-rule.</i></p> <p>Based on the statement above from 'Indigo', what inference can be drawn about the political climate in India at that time? State your answer in 20–30 words.</p>	2
Q.38	<p>With reference to 'Indigo', describe one action by Gandhi to prove that he was concerned about the social well-being of the Champaran people. Answer in 20–30 words.</p>	2
Q.39	<p>'Indigo' is a lesson about fighting for justice. Write about an injustice that you feel strongly about. Describe any two steps that you would take to bring justice to this cause. Answer in 120–150 words.</p>	5
Q.40	<p>With reference to the text 'Indigo', describe any three attributes of Gandhi with suitable examples. State your response in 100–120 words.</p>	5
Q.41	<p>In the text 'Indigo', Gandhi agreed to a refund of 25 per cent to the peasants in Champaran. Do you think this was right or wrong of Gandhi to do? In about 40 words, justify your stance.</p>	2

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.30	B. The farmers were empowered and realized their own worth.	1
Q.31	A. because the fight was never about money, but about prestige and peasant rights	1
Q.32	C. They could not predict how the British would respond.	1
Q.33	D. (i), (ii) and (iii)	1
Q.34	C. A spark can start a great fire.	1
Q.35	A. The revolting farmers had burned black the town of Motihari.	1
Q.36	B. (1) is the cause of (2).	1
Q.37	<p>Sample Answer: Based on the statement, it can be reasonably inferred that the political climate in India was marked by feelings of apprehension and anxiety. The Indians, specifically in smaller localities lived in fear of being surveilled by the British authorities, and as such did not wish to commit any acts that could put their lives in jeopardy.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Correctly infers the political climate in India <p>(marked by feelings of apprehension and anxiety/fear of being under surveillance/fear of committing any acts that could invite trouble/fear of putting lives in jeopardy)</p> <p><i>Accept any other valid response.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

<p>Q.38</p>	<p>Sample Answer: Gandhi tried to improve the lives of the Champaran people by requesting teachers to volunteer their services. He also set up primary schools for the children in the villages.</p> <p>Content</p> <ul style="list-style-type: none"> ◆ Describes any action to prove Gandhi's leanings towards cultural and social improvement of the Champaran people <p>(his dedication towards offering education to children/dedication towards improving the standard of health/dedication towards spreading awareness about personal hygiene)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p>Expression</p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	<p>2</p>
<p>Q.39</p>	<p>Sample Answer: The lesson 'Indigo' allowed me reflect on the many injustices that are rampant in the world. One of such injustices that I feel strongly about is environmental injustice where the marginalised and the people at the periphery are exposed to pollution and other environmental hazards because of laws, regulations etc. To combat this injustice in my own way, I donate to NGOs that work for the mentioned cause. I also volunteer for campaigns that aim to spread awareness and information about environmental injustice like mural painting etc.</p> <p>Content</p> <ul style="list-style-type: none"> ◆ Describes any one injustice that the student feels strongly about [1] <p>(environmental injustice/the marginalised and the people at the periphery are exposed to pollution and other environmental hazards because of laws and regulations)</p> <ul style="list-style-type: none"> ◆ States any two ways to combat the injustice [2] <p>(donate to NGOs that work for the mentioned cause/volunteer for campaigns that aim to spread awareness and information about environmental injustice like mural painting)</p> <p><i>Accept any other valid response.</i></p>	<p>5</p>

	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	
Q.40	<p>Sample Answer: Gandhi believed in austerity and led a simple life. When he arrived in Champaran, he was mistaken for a peasant because of his simple appearance. Gandhi was a man of action and did not make hollow promises. He led by example. The success of the Champaran movement was proof of his resolute spirit and dedication towards a cause dear to his heart. Gandhi also believed in the spirit of service. Apart from his stint in South Africa, and his fight against the unjust farming system in Champaran, Gandhi also worked towards improving the quality of life in the villages by opening schools and spreading awareness about personal hygiene. He also asked the lawyers not to charge high fees from the sharecroppers out of this spirit of service.</p> <p><u>Content</u></p> <p>◆ Describes any three attributes of Gandhi [1.5 marks]</p> <p>(austere/led a simple life/man of action/did not make hollow promises/believed in the spirit of service)</p> <p>◆ States relevant examples to support the stated attributes [1.5 marks]</p> <p>(mistaken for a peasant because of his simple appearance/ success of the Champaran movement was proof of his resolute spirit and dedication towards the causes dear to his heart/worked towards improving the quality of life in villages by opening schools, spreading awareness about personal hygiene etc/asked the lawyers not to charge high fees out of this spirit of service)</p> <p><i>Accept any other valid response.</i></p> <p><u>Organisation</u></p>	5

	<p>◆ Presents a logical connection between ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	
Q.41	<p>Sample Answer: I think it was wrong of Gandhi to accept the refund of 25 per cent as he took this decision without asking the peasants what they wanted. The peasants may have wanted their hard-earned money, in full, because they did not have financial security. Since the social and economic conditions of the peasants was different from his own, Gandhi have missed considering this choice.</p> <p><u>Content</u></p> <p>◆ Clearly indicates the stance on Gandhi's decision [0.50 marks]</p> <p>(yes, it was right/I agree with his decision/no, it was wrong/I disagree with his decision)</p> <p>◆ Justifies the stance with a reason [0.50 marks]</p> <p>(Right: he empowered the peasants in a manner sustainable for their social change/he made the peasants realise that they can Question their oppressor, which was freeing for the peasants/the agreement would not have moved forward if Gandhi had demanded more and the peasants would have continued suffering in the meantime/he did what he thought was realistically possible given that this was the first time that the arrangement was Questioned;</p> <p>Wrong: Gandhi took the decision for someone else without consulting them/the peasants might have needed all that money for a better quality of life/he still gave the British more power as he gave in to the agreement that they suggested instead of sticking to his demand of 50 per cent)</p> <p><i>Accept any other valid response that logically explains the stance.</i></p> <p><u>Expression</u></p>	2

	<p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
--	--	--

6. POETS AND PANCAKES

Q. No	Question	Marks
Multiple Choice Question		
Q.42	<p><i>A girl from the countryside, she hadn't gone through all the stages of worldly experience that generally precede a position of importance and sophistication that she had found herself catapulted into.</i></p> <p>In the above line from 'Poets and Pancakes', the narrator is trying to say that the young actress was _____.</p> <p>A. naive</p> <p>B. arrogant</p> <p>C. insignificant</p> <p>D. sophisticated</p>	1
Q.43	<p>The statement below from 'Poets and Pancakes' conveys the information in a _____ manner.</p> <p><i>The make-up department was first headed by a Bengali who became too big for a studio and left.</i></p> <p>A. factual</p> <p>B. sarcastic</p> <p>C. humorous</p> <p>D. derogatory</p>	1
Q.44	<p>What does the line below from 'Poets and Pancakes' suggest about the author's interactions with his colleagues?</p> <p><i>So anyone who felt I should be given some occupation would barge into my cubicle and deliver an extended lecture.</i></p> <p>A. He felt forced into a one-way conversation with them.</p>	1

	<p>B. He was offended by how little they valued his actual job.</p> <p>C. He was overburdened by random types of work given by them.</p> <p>D. He felt like he had a lot to learn from them before he got a real job.</p>	
Q.45	<p>What is the author's argument regarding prose writing in the following line from 'Poets and Pancakes'?</p> <p><i>"The great prose-writers of the world may not admit it, but my conviction grows stronger day after day that prose writing is not and cannot be the true pursuit of a genius."</i></p> <p>A. Prose writing is an art that depends on a moment of inspiration.</p> <p>B. Prose writing requires a strong belief in one's own abilities.</p> <p>C. Prose writing takes a lot of hardwork and conscious effort.</p> <p>D. Prose writing as a skill can only be mastered by a few.</p>	1
Free Response Question/Subjective Type		
Q.46	In the story 'Poets and Pancakes', why do you think the story department had hired a legal advisor? Answer in 20–30 words.	2
Q.47	In the story 'Poets and Pancakes', why does the narrator say that film-making was very easy with a man like Subbu around? Answer in 20–30 words.	2
Q.48	Why does the narrator say that the Moral Re-Armament army's only acquaintance with animals was at the dinner table? Answer in 40–50 words.	3
Q.49	<p>Identify any three literary devices used by the author in the line below from 'Poets and Pancakes' and analyse the effect each technique has on the reader. Answer in 120–150 words.</p> <p><i>This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson hued monster with the help of truck-loads of pancake and a number of other locally made potions and lotions.</i></p>	5

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.42	A. naive	1
Q.43	A. factual	1
Q.44	A. He felt forced into a one-way conversation with them.	1
Q.45	C. Prose writing takes a lot of hardwork and conscious effort.	1
Q.46	<p>Sample Answer: I think the story department needed a legal advisor as they wanted to make sure that their scripts and movies did not contain anything that could get them into trouble.</p> <p><u>Content</u></p> <p>◆ States why the story department had a legal advisor (wanted to avoid any lawsuits/make sure their scripts were not defaming anyone/wanted to avoid any copyright or legal troubles)</p> <p><i>Accept any other valid response.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.47	<p>Sample Answer: Subbu was very creative and could come up with ideas in an instant. If the producer was not very happy with the original idea, Subbu would come up with many other suggestions for shooting the scene.</p> <p><u>Content</u></p> <p>◆ States why the narrator says that film-making was easy with Subbu around (he was very creative/could come up with ideas on the fly)</p> <p><i>Accept any other valid responses supported by the text</i></p> <p><u>Expression</u></p>	2

	<p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.48	<p>Sample Answer: The narrator had heard the MRA being called an international circus as it consisted of more than 200 from 20 countries. However, they were not really circus performers who, among other things, perform tricks with animals. Jokingly, the author says that their only experience with animals from the meat they ate.</p> <p><u>Content</u></p> <p>◆ States why the author says the given phrase</p> <p>(MRA was not really a circus as was the rumour/the narrator said this in jest as he had heard someone call them a circus/circus performers usually interact with animals but the MRA did not/MRA only saw animals while eating them)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3
Q.49	<p>Sample Answer: In the given line from the text 'Poets and Pancakes', the author is referring to the make-up department of the studio. The use of the 'monster' to refer to the actors with the makeup is an example of a hyperbole. This adds humour to the lines. Another writing technique used in the given line is rhyming words which can be seen in the words 'potions and lotions'. This gives a certain rhythm to the lines. The author also hyphenates some words in the lines (such as 'decent-looking'), rather than using a phrase (such as 'a person who looked decent'). This helps the author convey more information using fewer words. For a reader, this makes it easier to read through the information as it is concise.</p> <p><u>Content</u></p> <p>◆ Identifies any three literary devices from the given lines [1.50 marks]</p>	5

(imagery: crimson hued monster; hyperbole: 'monster' for ugly people, 0 'truck-loads' as a substitute of 'a lot'; use of hyphens: 'make-up men' for 'men who put make up on others', 'decent-looking' for 'people who look decent', 'truck-loads' for 'a load as much as that of a truck'; rhyming words: 'potions and lotions')

◆ Analyses the effect on the reader of each literary device [1.50 marks]

(imagery: helps the reader imagine how the actors would be looking; hyperbole: adds humour/helps the author convey how ridiculous the situation was; use of hyphens: helps to convey information in a concise way/helps the reader to read through information quickly; rhyming words: adds rhythm to the reading/makes the reading musical or fun for the reader)

Accept any other response that logically supports the stated points.

Organisation

◆ Presents a logical connection between the ideas

Award the full allotted marks if the criteria has been met.

Award half of the allotted marks if the criteria needs improvement.

Award 0 marks if the criteria has not been met.

Language Mechanics

◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if there are two minor errors or one major error.

Award half of the allotted marks if there are three to four minor errors or two major errors.

Award 0 marks if there are more than four minor errors or more than two major errors.

7. MY MOTHER AT SIXTY-SIX

Q. No	Question	Marks
Multiple Choice Question		
Q.50	<p>What is the poet trying to do in the lines below from the poem 'My Mother at Sixty Six'?</p> <p><i>...but after the airport's security check, standing a few yards away, I looked again at her, wan,</i></p> <p><i>pale as a late winter's moon and felt that old familiar ache, my childhood's fear,</i></p> <p>A. confessing her feelings for her mother who was getting old</p> <p>B. narrating the discomfort of travelling to the airport with her mother</p> <p>C. preaching about human mortality and the need to cherish our relationships</p> <p>D. pleading to us to remember the important role that our parents play in our lives</p>	1
Q.51	<p>In the line below from 'My Mother at Sixty Six', why has the poet used 'winter' to describe her mother?</p> <p><i>...I looked again at her, wan, pale as a late winter's moon...</i></p> <p>A. to convey that her mother looked as beautiful in her old age as she did when she was young</p> <p>B. to hint that she could see the sadness that her mother felt while leaving her</p> <p>C. to show that her mother was ridden with diseases that made her age faster</p> <p>D. to indicate that her mother was in the final stage of her life</p>	1
Free Response Question/Subjective Type		
Q.52	<p>Justify the statement below with reference to the poem 'My Mother at Sixty Six' in 40–50 words.</p> <p><i>Being conscious of our mortality helps us cherish our moments with each other.</i></p>	3
Q.53	<p>In the poem 'My Mother at Sixty Six', the poet hides her emotions from her mother. Do you think it was right of her to do so? Explain your answer in 40–50 words.</p>	3

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.50	A. confessing her feelings for her mother who was getting old	1
Q.51	D. to indicate that her mother was in the final stage of her life	1
Q.52	<p>Sample Answer: In the poem, the poet talks about her fears of losing her mother which she inevitably will. The awareness of this fact, however, must have made her cherish the time that she spent with her mother even more. Our awareness of our mortality makes us truly appreciate the people and things in our lives.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Relates the statement to the poem [1 mark] <p>(The poet reflects on the love she has for her mother and the fear of losing her someday/The awareness of the inevitability of her mother's death helps her control her emotions/The poet only smiles so as to not upset her mother, who she knows will die someday)</p> <ul style="list-style-type: none"> ◆ Supports the statement in the given prompt with an opinion [1 mark] <p>(Makes us appreciate what we have/makes us understand the value of what we have)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3
Q.53	<p>Sample Answer: I think it was right of the poet to bid good-bye to her mother with a smile on her face as there was no point in upsetting her mother with her own emotions as she was leaving. As adults, we need to realise when to express our emotions and when not to.</p> <p><u>Content</u></p>	3

	<p>◆ Clearly states a stance on the given prompt [1 mark]</p> <p>(yes I think it was right of her/No I don't think it was right of her)</p> <p>◆ Justifies the response [1 mark]</p> <p>(No - We should always express our emotions as we don't know when we'll meet the other person again/should not hide our emotions from loved ones; Yes - We should take into account how our words will affect others/should learn to control our emotions as adults)</p> <p><i>Accept any other valid answer.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
--	---	--

8. AN ELEMENTARY SCHOOL CLASSROOM IN SLUM

Q. No	Question	Marks
Multiple Choice Question		
Q.54	<p>In 'An Elementary School Classroom in a Slum', what does the poet wish to depict in the following description?</p> <p><i>Far far from gusty waves these children's faces.</i></p> <p><i>Like rootless weeds, the hair torn round their pallor:</i></p> <p><i>The tall girl with her weighed-down head. The paper seeming boy, with rat's eyes.</i></p> <p>A. the barely subsistent lives of the children</p> <p>B. the hopefulness of the children despite their difficult lives</p> <p>C. the innocence of the children regardless of their lived experiences</p> <p>D. the resentment of the children towards the conditions of their lives</p>	1
Q.55	<p>The lines given below from 'An Elementary School Classroom in a Slum' mean that the boy _____.</p> <p><i>The stunted, unlucky heir</i></p> <p><i>Of twisted bones, reciting a father's gnarled disease,</i></p> <p><i>His lesson, from his desk.</i></p> <p>A. is telling the class about his father's ailment</p> <p>B. is of the same cruel and cunning nature as his father</p> <p>C. is disfigured as he has inherited a genetic condition from his father</p> <p>D. is unable to do anything in his life as he has to care for his ailing father</p>	1
Free Response Question/Subjective Type		
Q.56	In 'An Elementary School Classroom in a Slum', why does the poet describe Shakespeare as 'wicked'? Answer in 20–30 words.	2
Q.57	In the poem 'An Elementary School Classroom in a Slum', what does the poet want the readers to do? Answer in 20–30 words.	2
Q.58	<i>...and let their tongues</i>	5

	<p><i>Run naked into books the white and green leaves open</i></p> <p><i>History theirs whose language is the sun.</i></p> <p>In 100–120 words, explain the metaphor 'History theirs whose language is the sun' as mentioned in the above lines from 'An Elementary School Classroom in a Slum'. Cite an example from history that supports your explanation.</p>	
Q.59	<p>Based on your understanding of the poem 'An Elementary School Classroom in a slum', highlight any two problems faced by the children that you think need to be addressed urgently. Briefly propose a solution for each. Answer in 100–120 words.</p>	5

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.54	A. the barely subsistent lives of the children	1
Q.55	C. is disfigured as he has inherited a genetic condition from his father	1
Q.56	<p>Sample Answer: The poet describes Shakespeare as 'wicked' because there is no correlation between his works and the life of the slum children. Shakespeare makes them dream of worlds which they can never live in and this tempts them to steal.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States why the poet calls Shakespeare 'wicked' <p>(Shakespeare's works have no correlation with the children's worlds/makes them dream of worlds they can not live in/tempts them to steal)</p> <p><i>Accept any other valid interpretation.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.57	<p>Sample Answer: Through the poem 'An Elementary School Classroom in a Slum', the poet makes an appeal to the richer sections of the society to help improve the conditions of the slum children whose only hope for a better life is good education.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States what the poet wants the readers to do <p>(make an effort to help improve the lives of the slum children/appeal to those in power to offer good education to the children as it is the only hope of redemption from their current lives)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p>	2

	<p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.58	<p>Sample Answer: The line 'History theirs whose language is the sun' means that if one studies history, they would find that the people who have been responsible for big changes and transformations in society are people who are intelligent and articulate and whose words could motivate millions of people. The poet has written this line to emphasise the importance of education for everyone, specially the children living in horrid conditions in the slum. For example, Mahatma Gandhi was able to inspire multiple generations of Indians to join him in the fight against the British. He was able to do so because he was able to communicate his ideas of non-violence and peaceful protests with people in a way that resonated with them deeply.</p> <p><u>Content</u></p> <p>◆ Explains the meaning of the stated line [2 marks]</p> <p>(education is extremely important/History is written by people who were educated and articulate and could motivate others with their words)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Cites a supporting example outside the text [1 mark]</p> <p>(Martin Luther King and his famous speech/Hitler convincing a large population with his evil ideas just because he was a good orator/Mahatma Gandhi was able to inspire millions of Indians with his ideas of non-violence and freedom)</p> <p><i>Accept any other valid example.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p>	5

	<p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.59	<p>Sample Answer: I think the two most important problems in the children's lives are malnourishment and lack of opportunity to improve their lives. If the children are malnourished, they won't be able to learn well even if they are given the best education and will develop severe ailments later in life. Local charities and NGOs can start food programmes for the children along with education about nutrition. The children also need exposure to the bigger world and opportunities to participate in it. The world can go on without them as it would be unaware of their existence. Talent- showcasing and learning opportunities can be provided by charities or through government programmes which allow them to cultivate abilities that can make them self sufficient.</p> <p><u>Content</u></p> <p>◆ States two problems in the children's lives that they think need to be addressed urgently [2 marks]</p> <p>(poverty/malnutrition/lack of opportunities/lack of hygiene/poor quality of education)</p> <p><i>Accept any other valid answer supported by the poem.</i></p> <p>◆ Proposes a solution for each of the stated problems [1 marks]</p> <p>(government programmes for education and talent search/food and education programmes by charities and NGOs/education regarding nutrition and hygiene)</p> <p><i>Accept any other valid answer.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

9. A THING OF BEAUTY

Q. No	Question	Marks
Multiple Choice Question		
Q.60	<p>Read the stanza below and answer the following questions.</p> <p><i>Therefore, on every morrow, are we wreathing A flowery band to bind us to the earth, Spite of despondence, of the inhuman dearth Of noble natures, of the gloomy days, Of all the unhealthy and o'er-darkened ways Made for our searching: yes, in spite of all, Some shape of beauty moves away the pall</i></p> <p>In the above lines, the speaker is suggesting that we _____.</p> <p>A. fight evils which plague the earth with our own strength B. reconnect with the earth by stepping into its uncharted territory C. create a string of flowers from the earth and bind it to our bodies D. bask in the natural beauty of the earth and be tethered to its joyous strength</p>	1
Q.61	<p>Select that option that has the same rhyme scheme as these lines from the given stanza.</p> <p><i>Therefore, on every morrow, are we wreathing A flowery band to bind us to the earth, Spite of despondence, of the inhuman dearth Of noble natures, of the gloomy days, Of all the unhealthy and o'er-darkened ways</i></p> <p>A. Green grow the rashes, O! Green grow the rashes, O! The sweetest hours that e'er I spend Are spent among the lasses, O.</p>	1

	<p>B. Three old hermits took the air By a cold and desolate sea, First was muttering a prayer, Second rummaged for a flea;</p> <p>C. Lull me to sleep, ye winds, whose fitful sound Seems from some faint Aeolian harp-string caught; Seal up the hundred wakeful eyes of thought As Hermes with his lyre in sleep profound The hundred wakeful eyes of Argus bound;</p> <p>D. I will arise and go now, and go to Innisfree, And a small cabin build there, of clay and wattles made; Nine bean-rows will I have there, a hive for the honey-bee, And live alone in the bee-loud glade.</p>	
Q.62	<p>Which line evokes the optimistic tone of the extract?</p> <p>A. <i>A flowery band to bind us to the earth</i> B. <i>Spite of despondence, of the inhuman dearth</i> C. <i>Of all the unhealthy and o'er-darkened ways</i> D. <i>Some shape of beauty moves away the pall</i></p>	1
Q.63	<p>Select the option that uses the same literary device as the below line from the extract.</p> <p><i>Spite of despondence, of the inhuman dearth</i> <i>Of noble natures, of the gloomy days,</i></p> <p>A. Sing to me, Autumn, with the rustle of your leaves. B. Tyger Tyger, burning bright, in the forests of the night. C. Her beauty hangs upon the cheek of night, Like a rich jewel. D. All the world's a stage, and all the men and women merely players.</p>	1
Free Response Question/Subjective Type		
Q.64	<p><i>Rich with a sprinkling of fair musk-rose blooms:</i> <i>And such too is the grandeur of the dooms</i></p> <p>Why is the 'grandeur of the dooms' being compared to 'musk-rose blooms' in 'A Thing of Beauty'? Answer in 20–30 words.</p>	2

Q.65	In the poem 'A Thing of Beauty', the poet has mentioned several attributes of beautiful things. Write about one beautiful thing/relationship/experience from your life and describe any two of its attributes. Answer in 100–120 words.	5
Q.66	Why are things of beauty not fleeting pleasures, according to the poet of 'A Thing of Beauty'? How does this relate to the imagery of 'an endless fountain of immortal drink'? Answer in 100–120 words.	5

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.60	D. bask in the natural beauty of the earth and be tethered to its joyous strength	1
Q.61	C. Lull me to sleep, ye winds, whose fitful sound Seems from some faint Aeolian harp-string caught; Seal up the hundred wakeful eyes of thought As Hermes with his lyre in sleep profound The hundred wakeful eyes of Argus bound;	1
Q.62	D. <i>Some shape of beauty moves away the pall</i>	1
Q.63	B. Tyger Tyger, burning bright, in the forests of the night.	1
Q.64	<p>Sample Answer: The 'grandeur of the dooms' refers to the beautiful tales of martyred warriors. The poet says that their stories are as beautiful and inspiring as the natural beauty of the musk roses.</p> <p><u>Content</u></p> <p>◆ Explains why 'grandeur of the dooms' is being compared to 'musk-rose blooms' (because the stories of the mighty dead are so beautiful that it can inspire others just like the natural beauty of blooming flowers)</p> <p><i>Accept any other valid response.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.65	Sample Answer: According to the poet, all beautiful things have an everlasting goodness and they have the power to heal. The most beautiful	5

	<p>gift in my life is the relationship that I have with my mother. I've understood what unconditional and everlasting love is from my mother. Despite all of my ungratefulness and shortcomings, she never ceases to support and love me. In fact, it's in my moments of desolation that she comforts me all the more. It's this unconditional love that heals and strengthens me from all of my mental and emotional afflictions. The love of a mother is healing to the soul and my mother's love nourishes my soul. It is my most powerful thing of beauty.</p> <p><u>Content</u></p> <p>◆ Gives an example of a beautiful thing from their life [1 mark] (mother's love; friendship; sibling love; pet love; nature)</p> <p>◆ Describes two attributes of the beautiful thing mentioned [2 marks] (love heals, love is everlasting, love strengthens, love is an essential element for survival, love is a gift from the divine, love uplifts the spirit)</p> <p><i>Accept any other valid response.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	
Q.66	<p>Sample Answer: Beautiful things are not fleeting pleasures because the poet suggests that a thing of beauty brings endless joy. Its beauty never fades; it only becomes more beautiful with time. Whenever we are sad or disappointed, it is a thing of beauty that heals and comforts us. The poet considers all things of beauty as an endless fountain of immortality. This means that all the beautiful things in our world will always remain beautiful</p>	5

and continue to give us joy forever. They do not provide temporal happiness. Just as water gives life to earth, beautiful things inspire human beings to live.

Content

- ◆ Explains the everlasting nature of beauty [1.5]

(it leaves a lasting impression on our minds and it never fades)

- ◆ Connects the above to the imagery of ‘an endless fountain of immortal drink’ [1.5]

(beautiful things in our world are like a fountain cascading down on earth giving us joy forever and do not offer only temporal happiness)

Accept any other valid response.

Organisation

- ◆ Presents a logical connection between ideas

Award the full allotted marks if the criteria has been met.

Award half of the allotted marks if the criteria needs improvement.

Award 0 marks if the criteria has not been met.

Language Mechanics

- ◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if there are two minor errors or one major error.

Award half of the allotted marks if there are three to four minor errors or two major errors.

Award 0 marks if there are more than four minor errors or more than two major errors.

10. KEEPING QUIET

Q. No	Question	Marks
Multiple Choice Question		
Q.67	<p><i>It would be an exotic moment without rush, without engines,</i></p> <p>In the above line from the poem 'Keeping Quiet', why is the moment of silence called exotic?</p> <p>A. because it is unfamiliar to most of us</p> <p>B. because it contains perfect peace and harmony</p> <p>C. because it is a step towards understanding ourselves</p> <p>D. because we would finally start realising the solutions to our problems</p>	1
Q.68	<p>Which of these quotes BEST conveys the message of the poem 'Keeping Quiet'?</p> <p>A. <i>"The unexamined life is not worth living."</i> - Plato</p> <p>B. <i>"The way to get started is to quit talking and begin doing."</i> - Walt Disney</p> <p>C. <i>"It is during our darkest moments that we must focus to see the light."</i> - Aristotle</p> <p>D. <i>"The greatest glory in living lies not in never falling, but in rising every time we fall."</i> - Nelson Mandela</p>	1
Q.69	<p><i>For once on the face of the Earth let's not speak in any language,</i></p> <p>Why does the poet say the above line in the poem 'Keeping Quiet'?</p> <p>A. He believes that humans talk more than necessary.</p> <p>B. He wants us to dissociate our identity with our native tongue.</p> <p>C. He believes that verbal communication is often insincere and misleading.</p> <p>D. He wants us to realise the importance of weighing our words before we speak.</p>	1
Free Response Question/Subjective Type		
Q.70	<p>What does the poet mean by 'green wars' in the poem 'Keeping Quiet'? Answer in 20–30 words.</p>	2
Q.71	<p>In 40–50 words, explain what the poet of 'Keeping Quiet' means in the lines below. What does he want us to learn from this?</p> <p><i>Perhaps the Earth can teach us</i></p>	3

	<i>as when everything seems dead and later proves to be alive.</i>	
Q.72	Why has the poet of 'Keeping Quiet' mentioned the concept of death? Justify with any two reasons whether the thought of death helps people live a meaningful life or not. Answer in 120–150 words.	5

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.67	A. because it is unfamiliar to most of us	1
Q.68	A. <i>"The unexamined life is not worth living."</i> - Plato	1
Q.69	B. He wants us to dissociate our identity with our native tongue.	1
Q.70	<p>Sample Answer: We can deduce that the poet refers to man's destruction of the environment, specifically trees and forests, by the term 'green wars'.</p> <p><u>Content</u></p> <p>◆ Deduces the meaning of the term 'green wars'</p> <p>(man's destruction of trees and forests or the Earth's green cover or the environment)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.71	<p>Sample Answer: The poet is making a case for peace. He states that though the trees or soil don't seem to possess life, they are indeed alive and are ecosystems for many other life forms. We too can learn from this and coexist harmoniously with our fellow beings.</p> <p><u>Content</u></p> <p>◆ Explains the metaphor in the lines [1 mark]</p> <p>(trees and soil appear dead as they are not mobile but they are alive and are peacefully co-existing with the life around them)</p> <p>◆ States that the poet wishes for us to learn from this [1 mark]</p>	3

	<p>(humans should learnt to co-exist with nature like plants, micro-organisms etc./inactivity does not mean that we are not alive/we too can grow steadily without being restless or it being too obvious)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.72	<p>Sample Answer: In the poem 'Keeping Quiet', the poet says that we never understand ourselves because we keep threatening ourselves with death. He feels that due to our awareness of our mortality, we are in a mad rush of activity. We always want to do something or the other and never take the time to reflect on our lives. I think thinking about death can help us lead a meaningful life. It forces us to prioritise things that are important to us and let go of things that are not. So one can let go of trivialities that do not serve any long term benefit. It also makes us appreciate everything around us even more as we understand that we are mortal and will one day cease to exist.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains the reference to death in the poem [1 mark] <p>(poet says that we threaten ourselves with death and never understand ourselves/our rush of mad activity and no reflection are byproducts of being scared of death/it makes us 'single-minded' to keep our lives going until we are alive)</p> <ul style="list-style-type: none"> ◆ Clearly indicates agreement or disagreement with the given prompt [0.50 marks] <p>(I think thinking about death makes us live more meaningfully/it does not make our life meaningful)</p> <ul style="list-style-type: none"> ◆ Justifies the stance with any two reasons [1.50 marks] <p>(yes, I think death is a good motivator -It makes us consider our priorities/it makes us more appreciative of what we have;no, I don't think death is a good motivator - makes us anxious/induces a false sense of urgency)</p>	5

Accept any other valid responses that logically explain the stance.

Organisation

- ◆ Presents a logical connection between ideas

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

Language Mechanics

- ◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

11. A ROADSIDE STAND

Q. No	Question	Marks
Multiple Choice Question		
Q.73	<p>Which of these best describes the rural folk in the following lines from the poem 'A Roadside Stand'?</p> <p><i>Here far from the city we make our roadside stand And ask for some city money to feel in hand To try if it will not make our being expand, And give us the life of the moving-pictures' promise That the party in power is said to be keeping from us.</i></p> <p>A. lethargic B. tenacious C. submissive D. aspirational</p>	1
Q.74	<p>What is the poet doing in the lines below from 'A Roadside Stand'?</p> <p><i>While greedy good-doers, beneficent beasts of prey, Swarm over their lives enforcing benefits That are calculated to soothe them out of their wits,</i></p> <p>A. He is portraying the rural folk as victims who deserve the benefits doled out by the rich people. B. He is exposing the foul ways in which the rich people earn their living off of the rural folk. C. He is showing the different ways in which the rural folk are supported by the rich people. D. He is revealing the philanthropy of rich people as their way of oppressing the rural folk.</p>	1
Q.75	<p>The poet's purpose in writing 'A Roadside Stand' is to _____.</p> <p>A. motivate city people to live as humbly as the rural folk B. draw attention to the glamorous life of the city people C. eliminate his own pain about the situation of the poor D. lament the pitiable condition of the rural folk</p>	1

Free Response Question/Subjective Type

Q.76	In 20–30 words, suggest two ways to help the roadside owners in 'A Roadside Stand'.	2
Q.77	<p>In 40–50 words, explain the phrase 'trusting sorrow' in the context of the below lines from the poem 'A Roadside Stand'.</p> <p><i>The hurt to the scenery wouldn't be my complaint</i></p> <p><i>So much as the <u>trusting sorrow</u> of what is unsaid:</i></p> <p><i>Here far from the city we make our roadside stand</i></p> <p><i>And ask for some city money to feel in hand</i></p>	3
Q.78	<p>In 100–120 words justify the statement below with any three pieces of evidence from the poem 'A Roadside Stand'.</p> <p><i>The speaker of the poem seems plagued with angst.</i></p>	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.73	D. aspirational	1
Q.74	D. He is revealing the philanthropy of rich people as their way of oppressing the rural folk.	1
Q.75	D. lament the pitiable condition of the rural folk	1
Q.76	<p>Sample Answer: Setting up stalls where more city people have access to their products can help the rural folk. Educating them can help to open up new avenues of earning a livelihood.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Suggests ways to help the rural folk <p>(giving better access to the market/educating them/rehabilitating them/more opportunities to earn a fair livelihood)</p> <p><i>Accept any other logical response.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.77	<p>Sample Answer: The rural people put up small stalls of local produce and goods with the hope that rich city dwellers passing by will purchase them. However, they end up disappointed because the city dwellers seem indifferent towards their stalls and instead use the countryside for trivial matters and go away.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the trust rural people place in the city folk [1 mark] <p>(rural people trust that they can earn a living by selling local produce to the city dwellers)</p> <ul style="list-style-type: none"> ◆ States why the trust just remains a cause for sorrow [1 mark] 	3

	<p>(they are left disappointed because the city dwellers are indifferent towards their stalls and use them for trivial matters)</p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.78	<p>Sample Answer: The speaker in the poem describes the misery of the rural folk who seem to be non-existent to the city dwellers. The speaker seems agitated about the fact that despite having a lot of money, the city folk doesn't care to spend on the stalls of the rural folk. The speaker feels distressed at the taming of the rural folk by the money-minded city benefactors. The angst of the speaker is confirmed when he feels like putting an end to the eternal pain and suffering of the rural people. The hopeless tone of the poem further confirms the speaker's feeling about the situation of these people.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Justifies the speaker's feeling of angst with at least three supporting evidence from the text [1 mark each] <p>(agitation about the indifference of the city dwellers/disappointment at the inequality between the two/distress at the taming of the rural folk/intent of ending the pain and suffering of rural people/the tone of hopelessness)</p> <p><i>Accept any valid responses supported by the text.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p>	5

	<i>Award 0 marks if there are more than four minor errors or more than two major errors.</i>	
--	--	--

12. AUNT JENNIFER

Q. No	Question	Marks
Multiple Choice Question		
Q.79	<p>Which of the following best explains a symbolism that has been used in the poem 'Aunt Jennifer's Tigers'?</p> <p>A. Aunt Jennifer's hands representing her self</p> <p>B. tigers representing Aunt Jennifer's husband</p> <p>C. men beneath the trees representing humanity</p> <p>D. the wedding band representing strength and chivalry</p>	1
Q.80	<p>What opportunity does creating the panel or the screen give Aunt Jennifer in the poem 'Aunt Jennifer's Tigers'?</p> <p>A. a way to convince herself to escape</p> <p>B. a method to voice her inner desires</p> <p>C. a plan to increase the joy in her life</p> <p>D. a chance to instill terror in others</p>	1
Q.81	<p><i>The massive weight of Uncle's wedding band...</i></p> <p>In this line from the poem 'Aunt Jennifer's Tigers', why has the poet used the word 'Uncle's' instead of simply 'Aunt Jennifer's' or 'her'?</p> <p>A. It highlights the value of a partner's strength.</p> <p>B. It reveals the extent of her fear and sadness.</p> <p>C. It acts as a reminder of unseen heroes in the poem.</p> <p>D. It serves to underscore her husband's power over her.</p>	1
Free Response Question/Subjective Type		
Q.82	<p>What does the poem 'Aunt Jennifer's Tigers' suggest about the kind of relationship Aunt Jennifer shares with her husband? Support your answer with evidence from the poem.</p>	2
Q.83	<p><i>Bright topaz denizens of a world of green.</i></p> <p>By referring to the tigers as 'bright topaz denizens' in the above line, the poet highlights their bold and confident nature. Does this align with the description</p>	2

	of the tigers in the rest of the poem? Justify in 20–30 words based on your understanding of the poem 'Aunt Jennifer's Tigers'.	
Q.84	Based on your understanding of the poem 'Aunt Jennifer's Tigers', is Aunt Jennifer likely to break free from the oppression in her life? Justify your opinion in 30–40 words.	3
Q.85	How have the descriptions of movement been used to contrast the differences between Aunt Jennifer and her tigers? Describe in 100–120 words based on your understanding of the poem 'Aunt Jennifer's Tigers'.	5

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.79	A. Aunt Jennifer's hands representing her self	1
Q.80	B. a method to voice her inner desires	1
Q.81	D. It serves to underscore her husband's power over her.	1
Q.82	<p>Sample Answer: The poem 'Aunt Jennifer's Tigers' suggests that Aunt Jennifer is probably dominated by her husband and fears disobeying him. The poem mentions that, 'the massive weight of Uncle's wedding band sits heavily upon Aunt Jennifer's hand', which implies that she feels oppressed by her husband.</p> <p><u>Content</u></p> <p>◆ Infers any one characteristic of the marital relationship from the poem [0.50 marks]</p> <p>(unequal power in the marriage/Aunt Jennifer is probably dominated by her husband/oppressive for the wife/the wife probably shows obedience/the wife probably fears the husband/the wife carries out duties against her will)</p> <p><i>Accept any other valid interpretation supported by the poem.</i></p> <p>◆ Supports the stated characteristic with evidence from the poem [0.50 marks]</p> <p>(the tigers are described as not fearing the men/the tigers prance about in 'chivalric certainty'/'the massive weight of Uncle's wedding band sits heavily upon Aunt Jennifer's hand'/'Aunt's 'terrified hands'/'ringed with ordeals she was mastered by')</p> <p><i>Accept any other valid response supported by the poem.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

Q.83	<p>Sample Answer: Yes, this description does align with how the tigers are portrayed in the poem. The tigers are described as being unafraid and sure of themselves throughout the poem.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Describes how the description of the tigers matches the aspect that is implied by the colours <p>(brave to be themselves/secure in their own skin/not afraid of standing out/certain of themselves/proud and unafraid)</p> <p><i>Accept any other valid responses supported by the poem.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.84	<p>Sample Answer: Aunt Jennifer is unlikely to achieve freedom for herself. The poet suggests that she will remain oppressed for the rest of her life. Even in death, she will remain fettered by the patriarchal oppression that she faced in her wedded life.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States opinion on whether Aunt Jennifer is likely or unlikely to break free [1 mark] <p>(No. Aunt Jennifer is unlikely to achieve freedom for herself.</p> <p>OR</p> <p>Aunt Jennifer will achieve freedom, if only figuratively.)</p> <ul style="list-style-type: none"> ◆ Supports the statement with evidence from the poem [1 mark] <p>(No: her hands remain ringed with ordeals even in death/she will die while remaining mastered/she will be afraid even as she dies)</p> <p>OR</p> <p>(Yes: Her creations will go on prancing/the tigers in the panel will live on/her art will live on and triumph over her ordeals)</p> <p><i>Accept any other valid responses supported by the poem.</i></p>	3

	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.85	<p>Sample Answer: In the poem, Aunt Jennifer has been described as insecure, fearful and oppressed. In contrast, the tigers are described as proud and unafraid. Their respective movements have also been used to reflect these attitudes and qualities.</p> <p>Aunt Jennifer's fingers flutter and tremble, and her hands find even a tiny needle difficult to pull. These movements reflect her fearful and insecure nature. Even her smallest actions are weighed down by the oppression she faces.</p> <p>On the other hand, the tigers prance, mirroring their joyful and fearless nature. They pace about confidently, certain of themselves and unafraid of the men around them. Their movements are sleek and self-assured.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States Aunt Jennifer's and the tigers' traits [1 mark] <p>(timid/terrified/burdened/scared/afraid/nervous/frightened/hesitant/unsure/oppressed/suppressed/ meek) (fearless/brave/noble/courageous/happy)</p> <ul style="list-style-type: none"> ◆ States Aunt Jennifer's movements [1 mark] <p>(shivering/shaking/quivering/jittery/anxious/weak/subjugated)</p> <ul style="list-style-type: none"> ◆ States the tiger's movements [1 mark] <p>(leap/jump/strut/parade/march/frolic)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p> <p><u>Language Mechanics</u></p>	5

	<p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
--	--	--

13. JOURNEY TO THE END OF EARTH

Q. No	Question	Marks
Multiple Choice Question		
Q.86	<p>Which of these projects is most similar to the <i>Students on Ice</i> program in terms of its objective?</p> <p>A. a project requiring students to do a cleaning drive of a beach to expose them to the reality of pollution</p> <p>B. a project where students are taken to see old monuments to help them understand their cultural history</p> <p>C. a project where students observe how waste material is segregated to teach them about governance</p> <p>D. a project in which students volunteer at a not-for-profit organisation to help them develop their creativity</p>	1
Q.87	<p><i>For a sun-worshipping South Indian like myself, two weeks in a place where 90 per cent of the Earth's total ice volumes are stored is a <u>chilling prospect</u>.</i></p> <p>Which of the following sentences uses the same literary device as in the above sentence from 'Journey to the end of the Earth'?</p> <p>A. The waves were as high as mountains yesterday.</p> <p>B. Michael ran at the speed of a cheetah to reach school on time.</p> <p>C. The tallest building in town is the library that has thousands of stories.</p> <p>D. The glacier submitted itself to the gleaming rays of the sun by melting away.</p>	1
Q.88	<p>Based on the text 'Journey to the End of the Earth', which piece of information about Antarctica CANNOT be used to justify the statement given below?</p> <p><i>Antarctica is a crucial element in the climate change debate.</i></p>	1

	<p>A. Antarctica remains relatively uninhabited by humans.</p> <p>B. Antarctica's ecosystem is easier to study due to its simplicity.</p> <p>C. Antarctica is an enormous landmass that spans nine time zones.</p> <p>D. Antarctica contains many carbon records that can help us better understand geology.</p>	
Q.89	<p>What does the line below from 'Journey to the end of the Earth' indicate?</p> <p><i>The reason the programme has been so successful is because it's impossible to go anywhere near the South Pole and not be affected by it.</i></p> <p>A. The harsh weather conditions make the students realise how difficult life near the South Pole is.</p> <p>B. The journey to the South Pole is a long one and people travelling to the region often get exhausted.</p> <p>C. The programme is quite popular and one can hear about it from others as they approach the South Pole.</p> <p>D. The visit to the South Pole makes one realise the gravity of the problem and become motivated to change it.</p>	1
Free Response Question/Subjective Type		
Q.90	<p>In 20–30 words, challenge the statement given below with a reason.</p> <p><i>The text 'Journey to the End of the Earth' is a factual description of Antarctica.</i></p>	2
Q.91	<p>What does the author mean by 'consecrates the place' in the below line from 'Journey to the End of the Earth'? Answer in 20–30 words.</p> <p><i>...a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place.</i></p>	2
Q.92	<p>It is easier to measure and study the effects of climate change in Antarctica. Explain in 40–50 words with an example from 'Journey to the end of the Earth'?</p>	2
Q.93	<p>Justify the title of the story 'Journey to the end of the Earth' as a metaphor for devastating climate change. In 120–150 words, mention another reason for the title of the text.</p>	5

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.86	A. a project requiring students to do a cleaning drive of a beach to expose them to the reality of pollution	1
Q.87	C. The tallest building in town is the library that has thousands of stories.	1
Q.88	C. Antarctica is an enormous landmass that spans nine time zones.	1
Q.89	D. The visit to the South Pole makes one realise the gravity of the problem and become motivated to change it.	1
Q.90	<p>Sample Answer: The text 'Journey to the End of the Earth' is not a factual text because the author states her own opinion about how mankind is destroying nature, the effects of which are easily visible in Antarctica.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a reason for why the text is not just factual <p>(contains author's personal opinion on human destruction of the environment/author narrates her own experience of being in Antarctica/author shares her learning from visiting Antarctica/the text gives a poetic or romanticised vision of Antarctica)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.91	<p>Sample Answer: The author feels that the all-pervading calm and silence found in Antarctica gives the place a sacred or religious atmosphere, like a place of worship.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States what the author means by the given line 	2

	<p>(the silence gives the place a sacred atmosphere/reference to spiritualism/makes it like a place of worship)</p> <p><i>Accept any other valid answer.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.92	<p>Sample Answer: The ecosystem of Antarctica is simple and not very diverse. Due to this, little changes in the environment can cause considerable impact that are noticeable. For example, if the phytoplankton, which is a microorganism, disappears, it will endanger the marine animals and birds in the entire region.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains why it is easier to study and measure effects of climate change in Antarctica [1 mark] <p>(very simple ecosystem/not much diversity/animals and plants are dependent on each other for survival)</p> <ul style="list-style-type: none"> ◆ Gives an example from the text [1 mark] <p>(if phytoplankton goes extinct, it will endanger the marine life in the region)</p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.93	<p>Sample Answer: 'Journey to the end of the Earth' is about the author's trip to the continent of Antarctica. She travelled aboard a 31 0 0</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Justifies the title within the context of the story [1 mark] 	5

(author had to travel a large distance to reach Antarctica/the place feels like no other place on Earth)

- ◆ Explains the metaphorical meaning of the title [2 marks]

(Antarctica's vulnerable ecosystem is affected first due to the changing climate/ecosystem of Antarctica is already collapsing due to global warming)

Organisation

- ◆ Presents a logical connection between ideas

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

Language Mechanics

- ◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

14. THE ENEMY

Q. No	Question	Marks
Multiple Choice Question		
Q.94	<p>Which of these lines from the story 'The Enemy' reflects the central dilemma that Hana and Sadao have in the story?</p> <p>A. <i>"If we sheltered a white man in our house we should be arrested and if we turned him over as a prisoner, he would certainly die," Sadao said.</i></p> <p>B. <i>"He will die unless he is operated on," Sadao said, considering. "The Question is whether he will not die anyway."</i></p> <p>C. <i>"If a man like that could be so cruel to a woman in his power, would he not be cruel to one like this for instance?"</i></p> <p>D. <i>"Even the servants see more clearly than we do. Why are we different from other Japanese?"</i></p>	1
Q.95	<p><i>"It is very unfortunate that this man should have washed up on your doorstep,"</i></p> <p>In the above line from 'The Enemy', what is <i>unfortunate</i> about the situation according to the General?</p> <p>A. It eroded Sadao's trust in the Japanese military.</p> <p>B. It put Sadao and his family in a stressful situation.</p> <p>C. It made the American enemy difficult to hunt down.</p> <p>D. It was inconvenient for the general to arrange assassins.</p>	1
Q.96	<p>Which of these is TRUE about the relationship between Sadao and the General in the story 'The Enemy'?</p> <p>(i) Sadao thought of the General as his mentor.</p> <p>(ii) The general cared for Sadao like his own son.</p> <p>(iii) The general trusted his well-being in Sadao's hands</p> <p>(iv) Sadao admired the General's leadership of the Japanese army.</p> <p>(v) Sadao wanted to secure his safety by ensuring the general of his patriotism.</p> <p>A. (ii) and (v)</p> <p>B. (iii) and (v)</p> <p>C. (i), (iv) and (v)</p> <p>D. (i), (iii) and (iv)</p>	1

Q.97	<p><i>The young man stared at him, slowly comprehending. "Do I have to?" he asked.</i></p> <p>In the above line from 'The Enemy', the speaker is showing _____ about leaving Sadao's house because _____.</p> <p>A. resistance; he wasn't used to being ordered around by someone</p> <p>B. confusion; he didn't understand why Sadao had decided to no longer protect him</p> <p>C. reluctance; he knew that he would be in danger as soon as he was out of Sadao's house</p> <p>D. sadness; he had grown fond of Sadao and his family and wanted to spend more time with them</p>	
Free Response Question/Subjective Type		
Q.98	In the story 'The Enemy', why do you think Sadao forbade the American from sharing any details about himself? Answer with a reason in 20–30 words.	2
Q.99	In 120–150 words, with reference to the story 'The Enemy', analyse how propaganda can be used to influence people's beliefs. State one one way in which we can avoid being influenced by propaganda.	4
Q.100	<p><i>"The kindest thing would be to put him back into the sea," Hana said.</i></p> <p>Do you think Hana really believed that it would be kind to put the white man back into the sea? Why do you think she said the above line in the story 'The Enemy'? Answer in 40–50 words.</p>	3
Q.101	In 20–30 words, mention one character trait of the General with one example from the story 'The Enemy'.	2

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.94	A. <i>“If we sheltered a white man in our house we should be arrested and if we turned him over as a prisoner, he would certainly die,” Sadao said.</i>	1
Q.95	B. It put Sadao and his family in a stressful situation.	1
Q.96	B. (iii) and (v)	1
Q.97	C. reluctance; he knew that he would be in danger as soon as he was out of Sadao's house	1
Q.98	<p>Sample Answer: Since Sadao wanted to hand over the man to the Japanese police once he had recovered, he wished to see the man only as an enemy and did not wish to know him personally.</p> <p>Content</p> <ul style="list-style-type: none"> ◆ States why Sadao might have forbidden the white man from telling anything personal about himself <p>(did not wish to get emotionally attached to the man/only wanted to see him as an enemy/did not want to know him as a person with qualities)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p>Expression</p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.99	<p>Sample Answer: The story is based in a time period when Japan was an absolute state, engaged in battles to conquer other nations. When Hana sees the scars on the white man's neck, she wonders whether the rumours of prisoners of war being tortured were true. The propaganda spread by the state was that the Japanese military were welcomed by other nations as 'liberators'. In this way, propaganda can be used to gather favour of a population for a cause that they wouldn't support if they knew the truth. I think we should all establish credible sources of information for ourselves as we live in a society with pervasive</p>	4

technology which makes it very easy to spread information as well as misinformation. We should not take headlines and articles we read at face value and should try and verify the information ourselves by following up on the resources and links mentioned in the articles.

Content

◆ States how propaganda can be used to influence people's beliefs [0.50 marks]

(keep people unaware of the truth/make people believe that the government or military is fighting for causes that they believe in, when in reality, they might be fighting for something else/confuse the people's perception of truth so that they are unable to Question the state)

Accept any other valid response.

Mentions the instance of propaganda in the story [0.50 marks]

(the rumours about prisoners being tortured turned out to be true/the state told the people that Japanese were 'liberators')

Accept any other valid answer supported by the text.

◆ Mentions one way in which we can avoid being influenced by propaganda [1 mark]

(following up on articles/trying to find the source of information/trying to analyse the biases of the different sources from where one gets information/establishing credible sources of information for ourselves)

Accept any other valid response.

Organisation

◆ Presents a logical connection between ideas

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

Language Mechanics

◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if both the criteria have been met.

Award half of the allotted marks if only one of the criteria has been met.

Award 0 marks if none of the criteria have been met.

<p>Q.100</p>	<p>Sample Answer: No, I don't think Hana believed that it would be kind to put the white man back into the sea. I think she said the above lines to comfort herself about the initial decision of putting the man back into the sea even if it meant that he would die.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly states that Hana did not really believe that putting the man back to sea was 'kindness' to him [1 mark] ◆ States why Hana said the above line in the story [1 mark] <p>(as a way to not feel bad about her actions/not feel responsible for the man's death/to not get into trouble with the Japanese army)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	<p>3</p>
<p>Q.101</p>	<p>Sample Answer: When the General found out that Sadao had sheltered and cared for an American, his reason for not wanting to turn in Sadao was his concern for his own health. Thus, the General was selfish.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a character trait of the General [0.50 marks] <p>(selfish/had an unusual sense of humour/perfectionist)</p> <p><i>Accept any other valid interpretations supported by the text.</i></p> <ul style="list-style-type: none"> ◆ States a relevant example to support the answer [0.50 marks] <p>(protected Sadao out of self-interest/made a joke about Sadao murdering him/wanted only the best surgeon for himself)</p> <p><i>Accept any other valid answer supported by the story.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] 	<p>2</p>

	<p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
--	---	--

15. SHOULD WIZARD HIT MOMMY

Q. No	Question	Marks
Multiple Choice Question		
Q.102	<p>What best describes Clare's tone in the line below from 'Should Wizard Hit Mommy?'</p> <p><i>"That was a long story," Clare said.</i></p> <p>A. She is admiring Jack for his commitment to their children.</p> <p>B. She is curious and wants to make Jack tell her the story he told Jo.</p> <p>C. She is being neutral and passing a remark for the sake of small talk.</p> <p>D. She is masking her anger as she wishes Jack had come to help earlier.</p>	1
Q.103	<p>Which of the following lines from the story 'Should Wizard Hit Mommy?' indicates that Jack was a good storyteller?</p> <p>A. <i>The corners of Jo's mouth drooped down and her lower lip bent forward as he traced with a forefinger along the side of her nose the course of one of Roger Skunk's tears.</i></p> <p>B. <i>"And, Roger Skunk said, 'It's me, Mommy. I smell like roses.' And she said, 'Who made you smell like that?' And he said, 'The wizard,'"</i></p> <p>C. <i>"They're real in stories," Jack answered curtly. She had made him miss a beat in the narrative.</i></p> <p>D. <i>"Now, Jo. Daddy's telling the story. Do you want to tell Daddy the story?"</i></p>	1
Q.104	<p>Which of these is NOT a theme in the story 'Should Wizard Hit Mommy?'</p> <p>A. the art of capturing a child's imagination through stories</p> <p>B. the Question of whether or not parents know what is best for their child</p> <p>C. the loss of innocence and the development of scepticism in growing children</p> <p>D. the mundane nature of day-to-day adult life and the frustrations that arise from it</p>	1
Q.105	<p><i>And then a tiny little old man came out, with a long white beard and a pointed blue hat, and said, "Eh? Whatzis? Whatcher want? You smell awful."</i></p> <p>In the above lines from the story 'Should Wizard Hit Mommy?', why has the author misspelt the words in the Wizard's dialogue?</p>	1

	<p>A. He is trying to indicate that English was not the Wizard's first language.</p> <p>B. He is trying to emphasise the era in which the story took place.</p> <p>C. He is trying to show that the Wizard's speech was a bit slurred.</p> <p>D. He is trying to emulate the Wizard's accent for comedic effect.</p>	
Free Response Question/Subjective Type		
Q.106	Why was Jack both enthusiastic and displeased to be narrating a story to Jo in 'Should Wizard Hit Mommy?' State one reason for each in 20–30 words.	2
Q.107	In the story 'Should Wizard Hit Mommy?', why has the author mentioned Jo's 'reality phase'? Answer in 20–30 words.	2
Q.108	In the story 'Should Wizard Hit Mommy?', how does the author show readers that Jack's stories were partially inspired by his own experiences? Answer in 40–50 words with an example.	3
Q.109	In 100–120 words, use a detail from the story to comment on the significance of the title 'Should Wizard Hit Mommy?'.	5

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.102	D. She is masking her anger as she wishes Jack had come to help earlier.	1
Q.103	A. <i>The corners of Jo's mouth drooped down and her lower lip bent forward as he traced with a forefinger along the side of her nose the course of one of Roger Skunk's tears.</i>	1
Q.104	A. the art of capturing a child's imagination through stories	1
Q.105	D. He is trying to emulate the Wizard's accent for comedic effect.	1
Q.106	<p>Sample Answer: Jack was enthusiastic to tell the story as he had a new hero - 'Roger Skunk'. At the same time, he was fed-up with this regular chore which had grown ineffective in getting Jo to sleep.</p> <p><u>Content</u></p> <p>◆ States at least one reason for Jack being enthusiastic (new hero/playing certain characters like the wizard/pleased by Jo's reactions to his storytelling)</p> <p>◆ States at least one reason for Jack being displeased (fatigue with the same story line/fatigue with the responsibility/Jo grows more inquisitive as she grows up/more challenging to narrate stories to her as she has her own ideas/her reality phase/stories had grown less effective in getting her to sleep)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.107	Sample Answer: The author has mentioned Jo's 'reality phase' to show Jack's reaction to his daughter becoming sceptical of his words. Jack's annoyance with Jo Questioning him is shown through his curt replies.	2

	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the author's purpose for including textual detail <p>(to show Jack's reaction to his daughter growing up/ to show Jack's annoyance with Jo's Questioning/ to show Jack's consternation at Jo not blindly believing what he and Clare say/to show Jo becoming more aware of life's realities)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.108	<p>Sample Answer: The author includes brief details from Jack's own life as Jack narrates the story to Jo. This makes us understand the deeper context of the story. For instance, when Jack creates the character of Roger Skunk as being ostracised by his friends, the author briefly mentions that this was partly based on his own childhood experiences.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the author's strategy [1 mark] <p>(mentions the relevant details about Jack's life as the story unfolds)</p> <ul style="list-style-type: none"> ◆ Gives an example from the story [1 mark] <p>(Jack defends Skunk's mother as if defending his own/Jack was ostracised by his friends when he was a boy)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

Q.109	<p>Sample Answer: The title of the story is phrased as a Question and is based on Jack and Jo's disagreement about how Jack's story should end. It highlights the tussle for control between a father and his growing daughter. Jack's original story ending shows the Mommy skunk hitting the wizard for changing her child's natural features. She wants her child to be proud of himself and not want to change himself for others. Jo, on the other hand, wants the story to end with the wizard hitting Mommy and not conceding to her demand. The fight between Jack and Jo over how the story should end reflects their own fight for control in their lives. The title of the story underscores this dilemma.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States that the title of the story reflects the moral dilemma present in it [1 mark] ◆ Describes the moral dilemma/themes present in the story with a detail from the text [2 marks] <p>(should one change oneself for others?/should one be happy in one's skin?/the differences in perspectives of adults and children)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	5
-------	---	---

16. Evans Tries an O-level

Q. No	Question	Marks
Multiple Choice Question		
Q.110	<p>The blood on Evans' face helped him create a sense of urgency and authenticity during his escape in the story 'Evans Tries an O-Level'.</p> <p>How else did the blood help him?</p> <p>A. It masked his face effectively, thereby hiding his identity.</p> <p>B. It warranted the need for an ambulance which he could use to escape.</p> <p>C. It helped him conceal the contents of the Question paper from the police.</p> <p>D. It convinced others that he had a weapon that could be used against them.</p>	1
Q.111	<p>In the story 'Evans Tries an O-Level', Evans devised an elaborate plan to escape with no apparent contact with the outside world.</p> <p>Who among the following has been mentioned as one of his aides?</p> <p>A. the prison guard</p> <p>B. the Chief Inspector</p> <p>C. the German teacher</p> <p>D. the Governor of HM Prison</p>	1
Q.112	<p><i>McLeery's hitherto amiable demeanour was slightly ruffled by this tasteless little pleasantry...</i></p> <p>Which of the following sentences uses the word "tasteless" in the same way as the above line from the story 'Evans Tries an O-Level'?</p> <p>A. There are many plump berries on the plant, but they are tasteless.</p> <p>B. The meagre and tasteless fare was not enough to satisfy his appetite.</p> <p>C. They were shocked at the tasteless remarks they overheard at the dinner.</p> <p>D. We were given bland drinks and tasteless food by some unpleasant people.</p>	1
Q.113	<p><i>A 'red herring' is a clue or a literary device that is used to mislead people towards making a false conclusion.</i></p> <p>Which of the following was used by Evans and his aides as a red herring in the story 'Evans Tries an O-Level'?</p>	1

	<p>A. the mention of Newbury in the correction slip</p> <p>B. the information about how to prevent blood from clotting</p> <p>C. the phone call from the Magistrates' Court needing a prison van</p> <p>D. the announcement of the index and centre numbers at the start of the examination</p>	
Free Response Question/Subjective Type		
Q.114	In the story, 'Evans Tries An O-Level', how would you describe the Governor's frame of mind/mood right before and during the examination? Support your answer with an example from the story in 20–30 words.	2
Q.115	When did the Governor realise that the real McLeery had never entered the prison at all? Describe based on your understanding of events in the story 'Evans Tries An O-Level' in 20–30 words.	2
Q.116	In the story, 'Evans Tries An O-Level', Evans is portrayed as being manipulative. State THREE instances from the story to support this portrayal. Answer in 100–120 words.	5
Q.117	When Evans' aides made a phone call to the Governor about a correction slip, they also made sure to determine the time at which the examination had started. Why was this piece of information important to them? Justify using relevant events from the story 'Evans Tries An O-Level'. Answer in 40–50 words.	3

Answer Key & Marking Scheme

Q. No	Answers	Marks
Q.110	A. It masked his face effectively, thereby hiding his identity.	1
Q.111	C. the German teacher	1
Q.112	C. They were shocked at the tasteless remarks they overheard at the dinner.	1
Q.113	A. the mention of Newbury in the correction slip	1
Q.114	<p>Sample Answer: The Governor was suspicious. The fact that he instructed the prison guards to search Leery's person and belongings right before the examination points to the Governor's distrust.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the Governor's frame of mind [0.50 marks] (anxious/wary/vigilant/doubtful/distrustful/watchful) ◆ Supports the statement with an example from the story [0.50 marks] (he dialled the Examination board to confirm the correction/he doubted the veracity of the remand case call/ he kept monitoring the sounds from Evans' cell) <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.115	<p>Sample Answer: When the Governor telephoned the hospital, he was told that though an ambulance had been sent, there had been no sign of McLeery. This was when he realised the truth.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Identifies the correct sequence of events 	2

	<p>(he inquired after McLeery at the hospital/he made enquiries at the Radcliffe/he checked with the accident department/was told that McLeery had disappeared from the Examination offices at Elsfeld)</p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.116	<p>Sample Answer: Evans was clever and manipulative.</p> <p>He had duped the authorities into believing that he wanted to better himself by earning an O-level in German. In reality, it was all part of an intricate plan to escape with help from his friends.</p> <p>He used his hat as a ruse to conceal his hair on the day of the examination by referring to it as 'his lucky charm', thereby appealing to Jackson's compassion.</p> <p>He was aware that the Governor was monitoring the conversation while he objected to Stephens being in the prison cell during the examination. This eventually led to the Governor pulling Stephens out of the cell, thereby allowing Evans to carry out his plan effectively.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States three examples to illustrate how Evans exploits and influences people <p>(practising for an O-level in German/ wearing a hat to cover his head/asking for a blanket to conceal his disguise/asking for Stephens to leave his cell/knowing that the panic surrounding the false escape would lower everyone's suspicions and allow him to escape/pretending to feel faint around Carter so that he would be simply asked to go and help the police without further delay/letting the Governor believe that he had in fact got the better of Evans, just to escape once more)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [1 mark] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p>	5

	<p><i>Award 0 marks if none of the criteria have been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.117	<p>Sample Answer: Evans and 'McLeery' needed to make final arrangements in the cell without being watched. For this, Evans' aides had to make a perfectly timed phone call and draw Stephens away from the cell for a few minutes right before the end of the examination. They could only do this upon knowing the start time of the examination.</p> <p><u>Content</u></p> <p>◆ States the importance of knowing the start time of the examination [1 mark] (the end time of the examination could only be calculated/determined on knowing the start time)</p> <p>◆ States the reason for the final phone call to be perfectly timed [1 mark] (Evans' aides needed to get people out of the way/Evans' aides on the outside had no way of knowing when the examination would end/to provide Evans and 'McLeery' with some time to plan their escape/to allow Evans and 'McLeery' to work without being watched)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [1 mark]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

17. Memories of Childhood:

Q. No	Question	Marks
Multiple Choice Questions		
Q.118	<p>Which of these lines from the story 'The Cutting of My Long Hair' justifies the statement below?</p> <p>The author of 'The Cutting of My Long Hair' was in a place where the students were trained to respond like a trained dog would.</p> <p>A. <i>We were placed in a line of girls who were marching into the dining room.</i></p> <p>B. <i>I looked hard at the Indian girls, who seemed not to care that they were even more immodestly dressed than I.</i></p> <p>C. <i>and then a third bell was tapped. Every one picked up his knife and fork and began eating.</i></p> <p>D. <i>Then the steps were quickened and the voices became excited. The sounds came nearer and nearer.</i></p>	1
Free Response Question/Subjective Type		
Q.119	In 20–30 words, mention one point of similarity and difference between Zitkala-Sa and Bama with reference to 'Memories of Childhood'.	2
Q.120	What was the deeper significance behind Zitkala-Sa's protest against having her hair shingled? Answer in 20–30 words with reference to the story 'The Cutting of my Long Hair'.	2
Q.121	<p>In 40–50 words, analyse the author's message in the context given below.</p> <p>In the story 'We Too Are Human Beings', we first read about the old man carrying the parcel through the eyes of Bama and later understand the full context of the event when Annan explains it to her.</p>	3

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.118	<i>C. and then a third bell was tapped. Every one picked up his knife and fork and began eating.</i>	1
Q.119	<p>Sample Answer: Both Zitkala-Sa and Bama belonged to marginalised communities. Zitkala-Sa was a victim of cultural discrimination whereas Bama was a victim of class-based discrimination.</p> <p><u>Content</u></p> <p>◆ States a point of similarity [0.50 marks]</p> <p>(both belonged to marginalised communities/both had a sense of rebellion/both were victims of oppression)</p> <p>◆ States a point of difference [0.50 marks]</p> <p>(Zitkala-Sa was a victim of cultural discrimination whereas Bama was a victim of class based discrimination/ Zitkala-Sa had to live almost like a slave whereas Bama still lived with her family)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.120	<p>Sample Answer: Zitkala-Sa's protest against not having her hair shingled had little to do with aesthetics. It was a protest against losing her cultural identity as having short hair signified negative things in her culture.</p> <p><u>Content</u></p> <p>◆ States the deeper significance of the protest</p> <p>(protest against losing her cultural identity)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p>	2

	<p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.121	<p>Sample Answer: By showing us the same event from the perspective of Bama and then Annan, the author is trying to show that children are innocent and do not discriminate. It is only the adults who practice it and consequently teach the children to do so too.</p> <p><u>Content</u></p> <p>◆ Analyses of the author's message</p> <p>(to show us that children are innocent and don't discriminate/to highlight the stupidity of the practice of untouchability)</p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criterion has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

Ei



**Central Board of Secondary Education
Shiksha Sadan, 17, Rouse Avenue,
New Delhi-110002**