

**SAMPLE QUESTION PAPER (2022-23)**  
**ENGLISH – CORE (301)**  
**CLASS-XII**

**Time allowed: 3 Hrs.**

**Maximum Marks: 80**

**General Instructions:**

1. 15-minute prior reading time allotted for Q-paper reading.
2. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
3. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.

<b>Section A: READING SKILLS (20 marks)</b>		<b>Marks</b>
<b>I</b>	<b>Read the passage given below.</b>	<b>10</b>
1	Ghost nets aren't supernatural, but they are legitimately scary. A ghost net is a fishing net that's been lost or abandoned in the ocean. They are one particularly appalling part of the global ghost fishing problem, which includes fishing gear abandoned in the water. Any net or line left in the ocean can pose a threat to marine life. Just because a net is no longer used by fishers doesn't mean it stops working. These nets continue to trap everything in their path, presenting a major problem for the health of our oceans and marine life.	
2	Ghost nets entangle sea turtles, dolphins and porpoises, birds, sharks, seals and more, apart from catching fish. The nets keep animals from moving freely, cause injuries and keep mammals and birds from rising to the surface for air. Since hundreds of animals can be caught in a single net, this threat is monumental. The ghost nets harm coral reefs too—breaking corals, exposing them to disease and even blocking the reefs from needed sunlight.	
3	Ghost nets are also a major contributor to the ocean plastics' crisis. Most modern nets are made of nylon or other plastic compounds that can last for centuries. According to a 2018 study in Scientific Reports, ghost nets make up at least 46 percent of the Great Pacific Garbage Patch. Those abandoned fishing lines and nets that do breakdown never go away; they just become smaller pieces of plastic. Marine animals mistake this microplastic for food and eat it, which can harm internal organs, keep them from eating and expose them to toxic chemicals.	
4	Exorcising ghost nets from our oceans will require commitment, cooperation and innovation. Many groups are working to remove ghost nets from the sea and are collaborating with local fishers and governments around the world to identify target areas and remove as many nets as possible. In 2015, a single World Wildlife Fund for Nature (WWF)-led mission in the Baltic Sea hauled up 268 tons of nets, ropes and other material.	
5	To stop these nets from becoming ghosts in the first place, conservation organisations advocate for fishing gear that can be traced to its owner so anyone dumping nets can be fined and refundable deposits on nets to encourage returning or recycling rather than littering. Tools like sonar reflectors that can make ghost nets easier to find and working with small-scale fisheries to develop more sustainable fishing gear and practices are other suggestions. It is only by attacking	

	<p>this problem from all sides, together with conservation partners, fishers and supporters, can we banish ghost nets and protect our oceans.</p>	
	<p>(437 words) Adapted—<a href="https://www.worldwildlife.org/stories/our-oceans-are-haunted-by-ghost-nets-why-that-s-scary-and-what-we-can-do—24">https://www.worldwildlife.org/stories/our-oceans-are-haunted-by-ghost-nets-why-that-s-scary-and-what-we-can-do—24</a></p>	
	<p><b>Based on your understanding of the passage, answer the questions given below.</b></p>	<p><b>1x10</b></p>
<p><b>i</b></p>	<p>Complete the sentence by choosing an appropriate option.</p> <p>Ghost nets have been named so because they _____</p> <p>A. cause much harm to the marine life. B. are functional though not in use by fishers. C. are not owned by anyone. D. act as a snare for all animals in oceans.</p>	<p><b>1</b></p>
<p><b>ii</b></p>	<p>Comment on the writer’s reference to the ghost nets in paragraph one, as a health problem for the oceans.</p>	<p><b>1</b></p>
<p><b>iii</b></p>	<p>List the two ways being entangled in a ghost net is likely to impact a walrus.</p> <p>(Clue: Think about the type of animal a walrus is)</p>	<p><b>1</b></p>
<p><b>iv</b></p>	<p>Select the option that conveys the opposite of ‘negligible’, from words used in paragraph two.</p> <p>A. unimpressive B. monumental C. exposing D. threat</p>	<p><b>1</b></p>
<p><b>v</b></p>	<p>The writer would agree with the given statements based on paragraph three, EXCEPT:</p> <p>A. Most ghost nets take a few years to completely disintegrate. B. Ghost nets contribute to the Great Pacific Garbage Patch. C. Most ghost nets provide nutrition to marine animals, upon disintegration. D. Ghost nets can curtail freedom of marine animals.</p>	<p><b>1</b></p>
<p><b>vi</b></p>	<p>Some records share that fishing nets used to be made of common rope using natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times.</p>	<p><b>1</b></p>
<p><b>vii</b></p>	<p>Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets?</p>	<p><b>1</b></p>
<p><b>viii</b></p>	<p>Complete the given sentence with an appropriate inference, with respect to the following: The writer quotes the example of the WWF-led mission in the Baltic Sea (Paragraph 4), in order to.....</p>	<p><b>1</b></p>

ix	<p>How can the solutions, suggested in paragraph five, best be described?</p> <p>A. practical  B. presentable  C. popular  D. prejudiced</p>	1
x	<p>Select the most suitable title for the above passage.</p> <p>A. The Scary Side of Ghost Nets  B. Ghost Nets – A Result of Human Dominance  C. Ghost Nets – A Menace to Marine Life  D. Ways to Tackle the Problem of Ghost Nets</p>	1
II	<p><b>Read the passage given below.</b></p>	10
1	<p>It is generally accepted that leadership development should be a part of the education system's responsibility for preparing individuals to participate in a democratic and progressive society. Many schools, colleges and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and actually practise leadership. Yet, only a handful of studies have sought to understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.</p>	
2	<p>A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:</p> <p><b>Research Question 1:</b> What key events do student leaders in college, report as significantly impacting their development as a leader?</p> <p><b>Research Question 2:</b> What lessons do student leaders in college, report learning as a result of the key events they have experienced?</p> <p><b>Research Question 3:</b> Are certain key events more likely to be linked to particular lessons? Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15–45-minute interview. One member served as the primary interviewer while the second ran the audio equipment. The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted.</p>	

Table 1

Lessons learned	Responses
<b>Identity</b>	
Self Identity	58
Leadership Identity	54
Professionalism	30
Balancing Roles	19
<b>Individual Competencies</b>	
Delegation	17
Decision Making	15
Adaptability/Flexibility	38
Resilience/Persistence/Hard Work	18
Taking Initiative	36
Accountability/Responsibility	29
Big Picture	27
Learning to Teach/Learn	18
<b>Support Systems</b>	
Developing and Using Support Systems	36
Being a Support System	28
<b>Working with Others</b>	
Communication	59
Teamwork	26
Conflict	21
Diversity	32
Inspiring and motivating others	17
Other working with others	30
<b>Getting the job done</b>	
Task skills	55
Environment	34

3 This study described the rich array of leadership lessons that students are learning through their experiences. It revealed that student leaders are learning foundational leadership skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others.

(295 words)

Adapted-

[https://www.researchgate.net/publication/264696744 Key Events in Student Leaders' Lives and Lessons Learned from Them](https://www.researchgate.net/publication/264696744_Key_Events_in_Student_Leaders'_Lives_and_Lessons_Learned_from_Them)

**Based on your understanding of the passage, answer the questions given below.**

**1x10**

**i** Does the following statement agree with the information given in paragraph 1?

**1**

*The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.*

Select from the following:

**True** - if the statement agrees with the information

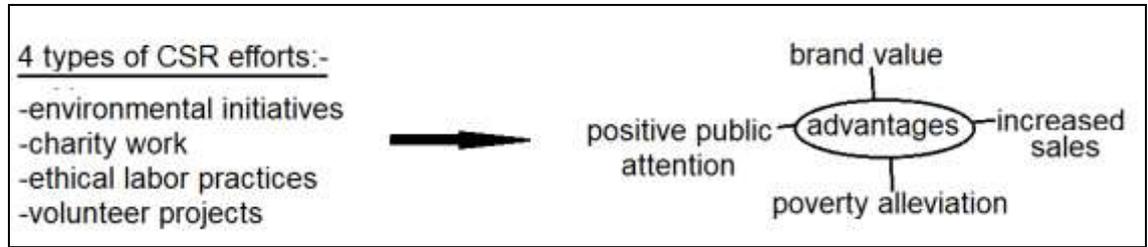
**False** - if the statement contradicts the information

**Not Given** - if there is no information on this

ii	Do you think the researchers of the study aimed to change the students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text.	1
iii	<p>Select the option that displays the most likely reason for including Research Question 3 in the 2014 study.</p> <p>In order to find out if...</p> <ul style="list-style-type: none"> <li>A. learning opportunities shape students' overall personality.</li> <li>B. leadership lessons are the result of the designed learning opportunities.</li> <li>C. all learning opportunities cater to a specific lesson.</li> <li>D. certain lessons are common in more than one learning opportunity.</li> </ul>	1
iv	<p>Complete the sentence based on the following statement.</p> <p><i>More than 50% of the identified student respondents were keen to participate in the 2014 study.</i></p> <p>We can say this because_____.</p>	1
v	<p>Select the option that displays the key event designed with "Balancing Roles" (Table 1) as the objective.</p> <ul style="list-style-type: none"> <li>A. Students will be able to debate the issue at hand, with different teams.</li> <li>B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.</li> <li>C. Students will be able to surmount minor problems and focus on the final goal.</li> <li>D. Students will be able to explain concepts and clarify them for peers.</li> </ul>	1
vi	<p>Complete the given sentence by selecting the most appropriate option.</p> <p>The 2014 study attempts to understand student leadership by focussing on_____.</p> <ul style="list-style-type: none"> <li>A. experiences that shaped students' overall personality.</li> <li>B. lessons gained by students as they grew up.</li> <li>C. relationship of key events with particular lessons.</li> <li>D. students in leadership roles.</li> </ul>	1
vii	<p>The lessons for 'Individual competencies' had a range of responses. Give one reason why having the least number of responses for 'Decision Making', is a matter that needs attention.</p>	1
viii	<p>Complete the given sentence by selecting the most appropriate option.</p> <p><i>The concluding sentence of the text makes a clear case for_____by listing it as a core competency for student leadership.</i></p> <ul style="list-style-type: none"> <li>A. collaboration</li> <li>B. flexibility</li> </ul>	1

	C. hard work D. observation	
ix	Complete the sentence appropriately with one/ two words. In the context of “Working with Others” in Table 1, the lesson of ‘Conflict’ refers to _____.	1
x	Based on the reading of the text, state a point to challenge the given statement.  <i>When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.</i>	1
III	<b>SECTION B – CREATIVE WRITING SKILLS</b>	20
<i>All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.</i>		
1.	Attempt <b>ANY ONE</b> from A and B given below.	5
A	You are Josely Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.	
<b>OR</b>		
B	As the House Captain of A.B.M Public School, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of ‘Discovery’ - the upcoming Inter-House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.	
2.	Attempt <b>ANY ONE</b> from A and B given below.	5
A	You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation in about 50 words.	
<b>OR</b>		
B	Draft an invitation in about 50 words, on behalf of your aunt, Meghna Menon, which she has to share to invite prior work colleagues to the inaugural event of her own investment consultancy firm, in the Acer mall, Kozhikode, Kerala.	
3.	Attempt <b>ANY ONE</b> from A and B given below.	5
A	You are Minu Sen, an intern in a software company in Hyderabad. You feel that the growing relationship of companies with non-profit organisations have made Corporate Social Responsibility (CSR) the buzzword today. Your own involvement in one such project for your company has convinced you that CSR looks beyond the company profits and focuses on benefiting the greater community.	

Write a letter to the editor of a national daily in about 120-150 words, sharing your opinion about CSR and its advantages and provide suggestions to make it an integral part of every organisation. Use the given cues along with your own ideas to compose this letter.



**OR**

**B** You are Minu Sen, employed as an Asst. Manager for Corporate Social Responsibility (CSR) in your current company in Hyderabad. You saw the given advertisement in the newspaper and wish to apply for the position advertised.

**CREDIT SAGE Pvt. Ltd**

**Required- Corporate Social responsibility Manager (CSR) Head**

**Job Responsibilities:**

- ◆ Define strategy for Credit sage's CSR value of 1% of people's time, 1% of products and 1% of profits to the society.
- ◆ Develop various CSR initiatives in the company's adopted village
- ◆ Strategise and initiate various community benefit schemes and liason with NGO's, Govt. Bodies etc.

**Preferred Skills & Qualifications**

- ◆ Bachelor or Master's degree in Sociology/ Public Relations
- ◆ Strong interpersonal and communication skills (verbal and written)
- ◆ Proven experience in CSR project management and execution
- ◆ Proven experience working with non-profit organizations or Corporate CSR

**Send your bio-data within 10 days to Gagan Vij, HR Head, Credit Sage Pvt.Ltd., Nashik**

**For further details please check our website--[www.sage.com/careers/csr](http://www.sage.com/careers/csr)**

Write a a letter to Credit Sage Pvt. Ltd. along with your bio-data, expressing your interest in the situation vacant.

**4.** Attempt **ANY ONE** from A and B given below.

**5**

<p><b>A</b></p>	<p>The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations.</p> <p>As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Headlines</b></p> <ul style="list-style-type: none"> <li>* CONSTRUCTION WORKERS: RISK OF ACCIDENT DUE TO FATIGUE</li> <li>* CONSTRUCTION WORKFORCE HEALTH CHALLENGES IN EXTREME WEATHER CONDITIONS</li> <li>* CONSTRUCTION WORKER FATALITY: BURIED UNDER SOIL HEAP</li> <li>* ARE CONSTRUCTION MANAGERS FROM MARS AND WORKERS FROM VENUS?</li> <li>* WILL TRAINING PROGRAMMES REVAMP THE SAFETY STANDARDS?</li> </ul> </div>													
<b>OR</b>														
<p><b>B</b></p>	<p>The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organised by 'Building Safely', an NGO in Mysuru, Karnataka with the overarching theme pertaining to the importance of worker safety in construction zones. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event in about 120-150 words. Support your ideas with outline cues given below, to craft your newspaper report.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Safety Fairs: Programmes</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Toolbox talks</td> <td style="padding: 5px;">Video dedication for the deceased</td> <td style="padding: 5px;">Speeches</td> <td style="padding: 5px;">Safety games</td> </tr> <tr> <td style="padding: 5px;">Safety demonstrations</td> <td colspan="2" style="padding: 5px;">Inaugurating special insurance programme</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Emergency response drill</td> <td style="padding: 5px;">Vote of thanks</td> <td colspan="2" style="padding: 5px;">Picnic lunch with the bosses</td> </tr> </table> </div>	Toolbox talks	Video dedication for the deceased	Speeches	Safety games	Safety demonstrations	Inaugurating special insurance programme			Emergency response drill	Vote of thanks	Picnic lunch with the bosses		
Toolbox talks	Video dedication for the deceased	Speeches	Safety games											
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<b>SECTION C - LITERATURE</b>														
<b>40</b>														
<p><b>IV</b></p>	<p><b>Read the given extracts to attempt the questions with reference to context.</b></p>													
<p><b>1</b></p>	<p><b>Attempt ANY ONE of two extracts given.</b></p>	<p><b>1*6=6</b></p>												
<p><b>1.A</b></p>	<p>It is in the news that all these pitiful kin          Are to be bought out and mercifully gathered in          To live in villages, next to the theatre and the store,          Where they won't have to think for themselves anymore,          While greedy good-doers, beneficent beasts of prey,          Swarm over their lives enforcing benefits          That are calculated to soothe them out of their wits,          And by teaching them how to sleep they sleep all day,          Destroy their sleeping at night the ancient way.</p> <p style="text-align: right;"><i>(A Roadside Stand)</i></p>													
<p><b>i.</b></p>	<p>What is the tone of the poet in the above lines?          (i) aggressive          (ii) tolerant</p>	<p><b>1</b></p>												

	<p>(iii) sarcastic (iv) resigned (v) sentimental</p> <p>Choose the most appropriate option.</p> <p>A. Only (i) B. (ii) and (iii) C. (i), (iv) and (v) D. Only (iii)</p>	
<b>ii.</b>	<p>Identify the phrase from the extract, that suggests the following:</p> <p>No one bothers to take 'their' consent before pushing the promise of a better life, their way.</p>	<b>1</b>
<b>iii.</b>	<p>What quality of the villagers can be inferred through these lines?</p> <p>A. gullible B. futuristic C. hypocritical D. ambitious</p>	<b>1</b>
<b>iv.</b>	<p>Complete the following analogy correctly. Do NOT repeat from used example.</p> <p>greedy good doers: alliteration :: ..... oxymoron</p>	<b>1</b>
<b>v.</b>	<p>On the basis of the extract, choose the correct option with reference to (1) and (2) given below.</p> <p>(1) The city dwellers make promises for the betterment of the villagers. (2) The city dwellers have ulterior motives.</p> <p>A. (1) is true but (2) is false. B. (2) is true but (1) is false. C. (2) is the reason for (1). D. Both (1) and (2) cannot be inferred from the extract.</p>	<b>1</b>
<b>vi.</b>	<p>Fill the blank with an appropriate word, with reference to the extract.</p> <p>'... calculated to soothe them out of their wits' implies that 'them' are being _____.</p>	<b>1</b>
<b>OR</b>		
<b>1.B</b>	<p>A thing of beauty is a joy forever Its loveliness increases, it will never Pass into nothingness; but will keep A bower quiet for us, and a sleep Full of sweet dreams, and health, and quiet breathing. Therefore, on every morrow, are we wreathing A flowery band to bind us to the earth</p> <p style="text-align: right;"><i>(A Thing of Beauty)</i></p>	

i.	<p>Choose the option that displays the same poetic device as used in the first line of the extract.</p> <p>A. I'm as happy as I can be.  B. Life is a roller coaster ride.  C. Nature is God's gift to us.  D. The dazzling divas enchanted all.</p>	1
ii.	<p>What does the phrase 'a bower quiet' indicate?</p> <p>A. serenity  B. morality  C. superiority  D. diversity</p>	1
iii.	<p>The benefits of a thing of beauty for humans include_____.</p> <p>(i) healthy body  (ii) calm mind  (iii) struggle-free life  (iv) better relationships  (v) hope to carry on</p> <p>Choose the most appropriate option.</p> <p>A. Only (v)  B. (i), (ii) and (v)  C. (i), (iii) and (iv)  D. (ii) and (iv)</p>	1
iv.	<p>Answer in ONE word.</p> <p>When the poet says that 'a thing of beauty' will never pass into nothingness, he means that it is_____.</p>	1
v.	<p>On the basis of the extract, choose the correct option with reference to the two statements given below.</p> <p>(1) We are surrounded by beautiful things.  (2) Beautiful things provide us joy.</p> <p>A. (1) can be inferred from the extract but (2) cannot.  B. (2) can be inferred from the extract but (1) cannot.  C. Both (1) and (2) can be inferred from the extract.  D. (2) is the reason for (1) and can be inferred from the extract.</p>	1
vi.	<p>Which of the following is an apt title for the extract?</p> <p>A. Full to the Brim with Joy  B. Beauty Galore  C. Live Life King Size</p>	1

	D. Hope Floats	
<b>2</b>	<b>Attempt ANY ONE of two extracts given.</b>	<b>1*4=4</b>
<b>2.A</b>	<p>DERRY: You're... peculiar. You say peculiar things. You ask questions I don't understand.</p> <p>MR LAMB: I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.</p> <p>DERRY: Yes, but...</p> <p>MR LAMB: I've a hive of bees behind those trees over there. Some hear bees and they say, bees <i>buzz</i>. But when you listen to bees for a long while, they humm....and hum means 'sing'. I hear them singing, my bees.</p> <p>DERRY: But....I like it here. I came in because I liked it .....when I looked over the wall.</p> <p>MR LAMB: If you'd seen me, you'd not have come in.</p> <p>DERRY: No.</p> <p style="text-align: right;"><i>(On the Face of It)</i></p>	
<b>i.</b>	List the playwright's purpose of using ellipses (...) in this extract.	<b>1</b>
<b>ii.</b>	<p>Select the option that best describes Derry and Mr. Lamb in the extract.</p> <p>A. Derry: introvert; Mr. Lamb: friendly</p> <p>B. Derry: fearful; Mr. Lamb: domineering</p> <p>C. Derry: friendly; Mr. Lamb: weird</p> <p>D. Derry: open minded; Mr. Lamb: charming</p>	<b>1</b>
<b>iii.</b>	<p>Which of the following best summarises Mr. Lamb's attitude towards the bees?</p> <p>A. Beauty is being true to yourself.</p> <p>B. There is a kind of beauty in imperfection.</p> <p>C. Beauty is the promise of happiness.</p> <p>D. The beauty of the world lies in the details.</p>	<b>1</b>
<b>iv.</b>	Derry says, "I came in here because I liked it ...." What was the one significant thing Derry might have liked about the place, as per the extract?	<b>1</b>
<b>OR</b>		
<b>2.B</b>	<p><i>Students on Ice</i>, the programme I was working with on the <i>Shokalskiy</i>, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With <i>Students on Ice</i>, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.</p> <p style="text-align: right;"><i>(Journey to the End of the Earth)</i></p>	
<b>i.</b>	Complete the sentence appropriately, with reference to the extract. The writer refers to the educational opportunities as 'inspiring' because_____.	<b>1</b>

ii.	Which of the following would NOT be ‘a life changing experience’?  A. Being given the lead role in a play. B. Going on an adventure trip. C. Playing a video game. D. Meeting a great leader, you admire.	1
iii.	Select the most suitable title for the given extract.  A. Adventure with a Mission B. Adventure – The Spice of Life C. The Wanderlust D. Students of the Future	1
iv.	Why does the writer refer to ‘act’ as more important than ‘absorb’ or ‘learn’?	1
3	<b>Attempt ANY ONE of two extracts given.</b>	<b>1*6=6</b>
3.A	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. She never quite recovered from the terror she felt that day. That was the end of a brief and brilliant acting career — the legal adviser, who was also a member of the Story Department, had unwittingly brought about that sad end. While every other member of the Department wore a kind of uniform — <i>khadi</i> dhoti with a slightly oversized and clumsily tailored white <i>khadi</i> shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often, he looked alone and helpless ...  <i>(Poets and Pancakes)</i>	
i.	Select the option that completes the given sentence appropriately.  ‘Stages of worldly experience’ in the given context would refer to _____.  A. good education to gain knowledge. B. situations that require one to be street smart. C. smaller, not so important roles in acting. D. training in soft skills.	1
ii.	Select the suitable word from the extract to complete the following analogy:  sealed: closed :: propelled: _____	1
iii.	Select the correct option to fill in the blank.  The harm done to the actress was a/an _____  A. well-planned act. B. unintentional act. C. act of jealousy. D. act of male dominance.	1
iv.	Based on the above extract, choose the statement that is <b>TRUE</b> for the legal adviser.	1

	<p>A. He disliked the actress from the countryside.  B. He acted after thinking through things carefully.  C. He did not gel well with others in the Department.  D. He was always dressed smartly.</p>	
<b>v.</b>	Identify the textual clue that allows the reader to infer that the writer is sympathetic towards the professional fate of the actor. <i>(Clue: a phrase)</i>	<b>1</b>
<b>vi.</b>	Complete the sentence with an appropriate explanation, as per the extract.  The writer uses the word 'uniform' to refer to the outfits of the Department members because just like a uniform_____.	<b>1</b>
<b>OR</b>		
<b>3.B</b>	Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.  <i>(The Interview)</i>	
<b>i.</b>	What is the most likely reason some people consider the practice of interview to be an art?  This could be because it requires-  A. fluency of words. B. sensitive and careful handling. C. creativity and imagination. D. probing and focusing on details.	<b>1</b>
<b>ii.</b>	Rewrite the sentence by replacing the underlined phrase with its inference.  Celebrities feel that an interview <u>diminishes them</u> .	<b>1</b>
<b>iii.</b>	On the basis of the extract, choose the correct option with reference to the two statements given below.  (1) Celebrities don't consent to be interviewed. (2) Interviews intrude the privacy of celebrities.  A. (1) Can be inferred from the extract but (2) cannot. B. (1) cannot be inferred from the extract but (2) can. C. (1) is true but (2) is false. D. (2) is the reason for (1).	<b>1</b>
<b>iv.</b>	Rationalise, to support the given opinion:  To say that an interview, in its highest form, is a source of truth, is an extravagant claim.	<b>1</b>

v.	Replace the underlined word with its antonym from the extract.  Some celebrities hate the idea of having to give an interview because it makes them feel like <u>supporters</u> .	1
vi.	The author's views on interview, in the extract, can best be described as statements based on_____.  A. facts B. hypothesis C. beliefs D. superstitions	1
<b>V</b>	<b>Answer ANY FIVE of the following in about 40-50 words each.</b>	<b>5*2=10</b>
i.	"You realise the true value of a thing only on losing it." Comment on this statement in the light of the story, <i>The Last Lesson</i> .	2
ii.	State the common issue faced by most of the aged in the current times, with reference to the poem <i>My Mother at Sixty-six</i> .	2
iii.	What do we come to know about the author of <i>Lost Spring</i> , Anees Jung, through her interactions with Saheb and Mukesh?	2
iv.	Give two reasons why, according to Pablo Neruda, is 'keeping quiet' essential to attaining a better, more peaceful world. ( <i>Keeping Quiet</i> )	2
v.	If the Christmas spirit is about selflessness, forgiveness and becoming 'better' versions of ourselves amongst other things, Edla Willmansson is the epitome of this spirit. Justify with two points of evidence from <i>The Rattrap</i> .	2
vi.	How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications. ( <i>Aunt Jennifer's Tigers</i> )	2
<b>VI</b>	<b>Answer ANY TWO of the following in about 40-50 words each.</b>	<b>2*2=4</b>
i.	'It's easy to judge others and give advice, but much more difficult to apply it to ourselves.' Elaborate with reference to the character of Sam in <i>The Third Level</i> .	2
ii.	Comment on any one aspect of the writing style of the author, Kalki in <i>The Tiger King</i> .	2
iii.	How do we know that Dr. Sadao was conscientious as well as loyal? ( <i>The Enemy</i> )	2
<b>VII</b>	<b>Answer ANY ONE of the following in about 120-150 words.</b>	<b>1*5=5</b>
i.	The prose selections, <i>Deep Water</i> and <i>Indigo</i> , bring out the importance of overcoming fear, in order to be able to lead our lives successfully.  Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear.	5

	<p>You may begin like this ...  <i>Good morning, students!</i>  <i>We all know what it's like to be afraid. Fear is our body's natural response to a perceived threat or danger.</i>  <i>But when ...</i></p>	
<b>OR</b>		
<b>ii.</b>	<p><i>'Their mother sighed.</i>  <i>Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings.'</i>  The prose selection, <i>Going Places</i> includes this telling comment about Sophie's mother.  In <i>Aunt Jennifer's Tigers</i>, we are told that -  <i>'The massive weight of Uncle's wedding band</i>  <i>Sits heavily upon Aunt Jennifer's Hand.'</i></p> <p>Imagine a conversation between Sophie's mother and Aunt Jennifer. Create this exchange with reference to the two extracts given above.</p> <p>You may begin the conversation like this ...  <i>Sophie's mother: Your embroidery is so beautiful. Do you love tigers?</i></p>	<b>5</b>
<b>VIII</b>	<b>Answer ANY ONE of the following in about 120-150 words.</b>	<b>1*5=5</b>
<b>i.</b>	<p>On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enrol for the <i>Students on Ice</i> programme has been the single most important decision of her life that has completely transformed her.</p> <p>Imagine yourself to be Tishani and express these thoughts.</p> <p>You may begin like this:  <i>I can't thank my stars enough for having cashed in on the opportunity of.....</i></p>	
<b>OR</b>		
<b>ii.</b>	<p>Both Bama and Zitkala Sa experienced the harsh reality of discrimination in their childhood. Instead of letting it pull them down, they both found a way to overcome it. You wish to include a cameo* of both in your upcoming blog post.</p> <p>As a part of the research, compare and contrast the experiences faced by the two and their response/s to these experiences, in 120-150 words. [Clue: Include the similarities and differences in the discrimination they faced - their feelings - determination to overcome – success]</p> <p>*a short description that neatly encapsulates someone or something</p>	<b>5</b>

**MARKING SCHEME**  
**SAMPLE QUESTION PAPER (2022-23)**  
**ENGLISH – CORE (301) - CLASS-XII**

<b>Section A: READING SKILLS (20 marks)</b>	
<p><b>Note:</b>            (i) 15-minute prior reading time allotted for Q paper reading.            (ii) The Reading Section focuses on testing a candidate’s ability to comprehend.            (iii) <b>Marks to be awarded</b> only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.</p>	
<p>I. Based on your understanding of the passage, answer the questions given below.</p>	
<p>i. Ghost nets have been named so because they</p> <p style="margin-left: 40px;">A. cause much harm to the marine life.            B. are functional though not in use by fishermen.            C. are not owned by anyone.            D. act as a snare for all animals in oceans.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
C. are not owned by anyone.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>
<p>ii. Comment on the writer’s reference to the ghost nets as a health problem for the oceans, in paragraph one?</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
The ghost nets are the reason the marine life is frequently sick. If not addressed, this ‘health issue’ would soon be chronic.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct explanation with reference to health and sickness.</li> <li>▪ There is no partial credit</li> </ul>
<p>iii. List the two ways being entangled in a ghost net is likely to impact a walrus.            (Clue: Think about the type of animal a walrus is)</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
[walrus is a mammal] 1. entangle and cause injuries 3. entangle and prevent resurfacing, leading to death by drowning	<ul style="list-style-type: none"> <li>▪ Award 1 mark for 2 correct points</li> <li>▪ Partial credit for 1 point</li> <li>▪ No credit for unclear responses</li> </ul>
<p>iv. Select the option that conveys the opposite of ‘negligible’, from words used in paragraph two.</p> <p style="margin-left: 40px;">A. unimpressive            B. monumental            C. exposing            D. threat</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
B. monumental	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ There is no partial credit</li> </ul>
<p>v. The writer would not agree with the given statements based on paragraph three, EXCEPT:</p> <p>A. Most ghost nets take a few years to completely disintegrate.</p> <p>B. Ghost nets contribute to the Great Pacific Garbage Patch.</p> <p>C. Most ghost nets provide nutrition to marine animals, upon disintegration.</p> <p>D. Ghost nets can curtail freedom of marine animals.</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
C. Most ghost nets provide nutrition to marine animals, upon disintegration.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>
<p>vi. Some records share that fishing nets used to be made of common rope made of natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times.</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
Used to be bio-degradable/ easily disintegrated, as compared to artificial fibre nets that do not disintegrate.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>
<p>vii Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets?</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
<p>Commitment—This task will require perseverance/a long time to accomplish</p> <p>Innovation—Creative ideas and strategies would be needed to address this problem</p>	<ul style="list-style-type: none"> <li>▪ Award 1 mark if both ‘commitment’ and ‘innovation’ have been addressed separately and correctly.</li> <li>▪ Partial credit for addressal of one aspect</li> </ul>
<p>viii. Complete the given sentence with an appropriate inference, with respect to the following: The writer quotes the example of the WWF led mission in the Baltic Sea (paragraph 4), in order to.....</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
<p>--draw attention to the magnitude of the problem</p> <p>--indicate that Governments need to collaborate with such groups for addressing the problem of ghost nets</p> <p>--share evidence of human apathy/ carelessness towards natural resources</p> <p>(Any 1 OR similar)</p>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for 1 correct answer.</li> <li>▪ There is no partial credit</li> </ul>
<p>ix. How can the solutions suggested in paragraph five best be described?</p> <p>A. practical</p> <p>B. presentable</p> <p>C. popular</p> <p>D. prejudiced</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
A. practical	<ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer</li> <li>▪ No partial credit</li> </ul>

<p>x. Select the most suitable title for the above passage.</p> <p>A. The Scary Side of Ghost Nets  B. Ghost Nets – A Result of Human Dominance  C. Ghost Nets – A Menace to Marine Life  D. Ways to Tackle the Problem of Ghost Nets</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
C. Ghost Nets – A Menace to Marine Life	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>
<p>II. Based on your understanding of the passage, answer the questions given below.</p>	
<p>i. Does the following statement agree with the information given in paragraph 1?</p> <p><i>The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.</i></p> <p>Select from the following:</p> <p><b>True</b> - if the statement agrees with the information  <b>False</b> - if the statement contradicts the information  <b>Not Given</b> - if there is no information on this</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
<p>FALSE</p> <p>[the researcher indicates that educational institutions have <u>opportunities and programmes</u> to inculcate leadership skills]</p>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer</li> <li>▪ No partial credit</li> </ul>
<p>ii Do you think the researchers of the study aimed to change students’ outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text. (1 mark)</p>	
Value Points	Guidance
<ul style="list-style-type: none"> <li>• No</li> <li>• The aim of seeking students’ perspectives was to enable a better designing/ creation/ of the leadership programmes in educational institutions</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>promote higher efficacy / betterment of leadership programmes</p>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the complete answer (Response + explanation)</li> <li>▪ No partial credit.</li> </ul>
<p>iii. Select the option that displays the most likely reason for including Research Question 3 in the 2014 study.</p> <p>In order to find out if...</p> <p>A. learning opportunities shape students’ overall personality.  B. leadership lessons are the result of the designed learning opportunities.  C. all learning opportunities cater to a specific lesson.  D. certain lessons are common in more than one learning opportunity.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
D. certain lessons are common in more than one	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer</li> <li>▪ No partial credit</li> </ul>

learning opportunity.	
iv. Complete the sentence based on the following statement: More than 50% of the identified student respondents were keen to participate in the 2014 study.  We can say this because _____ .	
<b>Value Points</b>	<b>Guidance</b>
<u>72 of 130 students consented and were interviewed</u> <b>Note</b> -72 out of 130 is more than half / 50%.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the complete answer</li> <li>▪ No partial credit.</li> </ul>
v. Which key event has been designed with “Balancing Roles” (Table 1) as the objective?  A. Students will be able to debate the issue at hand with different teams. B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter. C. Students will be able to surmount minor problems and focus on the final goal. D. Students will be able to explain concepts and clarify them for peers. <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ No partial credit</li> </ul>
vi. The 2014 study attempts to understand student leadership by focussing on (Choose the correct option.)  A. experiences that shaped students’ overall personality. B. lessons gained by students as they grew up. C. relationship of key events with particular lessons. D. students in leadership roles. <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
C. relationship of key events with particular lessons.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>
vii. The lessons for ‘Individual competencies’ had a range of responses. Give one reason why having the least number of responses for ‘Decision Making’, is a matter that needs attention. <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
This needs attention because it clearly indicates that the lessons created / student experiences do not allow sufficient opportunity for development of this crucial skill.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for complete answer</li> <li>▪ No partial credit</li> </ul>
viii. Complete the given sentence by selecting the most appropriate option.  <i>The concluding sentence of the text makes a clear case for _____ by listing it as a core competency for student leadership.</i>  A. collaboration B. flexibility C. hard work D. observation	

(1 mark)	
Value Points	Guidance
A. collaboration	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>
ix. Complete the sentence appropriately with one/ two words. In the context of “Working with Others” in Table 1, the lesson of ‘Conflict’ refers to _____. <span style="float: right;">(1 mark)</span>	
Value Points	Guidance
Being able to amicably and effectively resolve matters/ conflict resolution (Any other / Similar relevant)	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>
x. Based on the reading of the text, state a point to challenge the given statement. <i>When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.</i> <span style="float: right;">(1 mark)</span>	
Value Points	Guidance
I disagree because no amount of theoretical knowledge can aid students to actually apply their learning about leadership and develop various skills.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for complete answer</li> <li>▪ No partial credit</li> </ul>
<b>III SECTION B – CREATIVE WRITING SKILLS</b>	
<b>1. NOTICE</b>	
<b>Format – 1    Content -2    Organisation of ideas -1    Accuracy 1</b>	
<b>FORMAT – 1 mark</b>	
Box, NOTICE (centre), name of issuing authority- organisation/ agency (centre), date of issue(aligned left), Authorisation name, designation & signature (bottom left)	
<b>NOTE</b> -full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.	
<b>NOTE FOR GIVEN DESCRIPTORS</b> ---Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at a <b>level lower</b> .	
<b>CONTENT – 2 marks</b>	
(As listed in value points) --- ½ mark *4=2 marks	
<b>ORGANISATION OF IDEAS -1 mark</b>	
<b>1 mark -- Consistent to frequent display of the listed parameters.</b>	
<ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a notice viz. opening line to indicate the target audience, details/ information to be shared, mention of last date (if the Q lends itself to it), Line about contacting the undersigned etc.</li> <li>• Carefully structured content with organised information presented cohesively in an aligned manner.</li> <li>• Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.</li> </ul>	
<b>½ mark – Limited display of listed parameters.</b>	
<ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward, layout of the notice, barely accurate.</li> <li>• Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.</li> <li>• Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing.</li> </ul>	

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**1.A** You are Josely Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.

**Value Points**

- Correct format ( as listed above)
- Drawing attention—students of X-XII
- Mentioning the event
- Giving details -D,T,V
- Sharing how donated books would benefit a charitable cause + urging them to contribute
- Line with reference to the undersigned

**OR**

**1.B** As the House Captain of A.B.M Public school, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of 'Discovery' - the upcoming Inter-House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.

**Value Points**

- Correct format ( as listed above)
- Drawing attention—House members of X-XII
- Sharing the changes—giving context
- Giving details -D,T,V
- Line of polite apology/ inconvenience regretted etc.
- Line with reference to the undersigned

**2. INVITATION**

**Format – 1    Content -2    Organisation of ideas -1    Accuracy 1**

**2 A. Features:**

**Letter type -Formal reply**

- Acknowledge the invitation express gratefulness
- Express thanks in third person (if someone else is replying for the invited / first person – if the invited is replying themselves)
- Mention acceptance or regret- (give reason)
- Use formal and polite language

**Layout usually pertains to the format of a formal letter.**

**2 B. Features:**

**Card type-formal invite**

- a single sentence presentation in third person / end line punctuations skipped
- Use the simple present tense
- answers the questions who, whom, when, where, what time and for what

- includes name and address of the organiser /host and name/s of special invitees (if any)
- No signatures

**Layout usually pertains to the following--**

- ✓ Name of host /hosts
- ✓ Formal standard expression-cordial
- ✓ Purpose of invitation
- ✓ Date /time of event
- ✓ Venue (address)
- ✓ Name of special guest (if any)
- ✓ RSVP
- ✓ Contact detail/ number

**FORMAT – 1 mark**

**A.** Reply to formal invite--- Letter type & **B.** Formal invite to many ---Card type

**NOTE**-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

**CONTENT – 2 marks**

(As listed in value points) --- ½ mark \*4=2 marks

**ORGANISATION OF IDEAS -1 mark**

**1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout [Reply to formal invite--- Letter type] & [Formal invite to many ---Card type]
- Carefully structured content with organised information presented cohesively in an aligned manner.
- Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout, barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing.

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**2.A** You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation.

**Value Points**

- Reference to invitation
- Acceptance of invitation

- Confirmation of date, time and venue
- Comment on looking forward to attending (if at all)

**2.B** Draft an invitation in about 50 words, on behalf of your aunt, Meghna Menon, which she has to share to invite prior work colleagues to the inaugural event of her own investment consultancy firm, in the Acer mall, Kozhikode, Kerala.

**Value Points**

Refer to **Features**, listed above.

**3. LETTER**

**Format – 1    Content -2    Organisation of ideas -1    Accuracy 1**

**Format**

Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted –*Yours truly* for letter to editor & in business circuits -*Yours sincerely*)

**FORMAT – 1 mark**

**NOTE**-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

**NOTE FOR GIVEN DESCRIPTORS**---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

**CONTENT – 2 marks**

**2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

**1 mark**

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

**½ mark**

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

**ORGANISATION OF IDEAS -1 mark**

**1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**3.A** You are Minu Sen, an intern in a software company in Hyderabad. You feel that the growing relationship of companies with non-profit organisations have made Corporate Social Responsibility (CSR) the buzzword today. Your own involvement in one such project for your company has convinced you that CSR looks beyond the company profits and focuses on benefiting the greater community.

Write a letter to the editor of a national daily in about 120-150 words sharing your opinion about CSR and its advantages and provide suggestions to make it an integral part of every organisation. Use the given cues along with your own ideas to compose this letter.

**Value Points**

- Opinion—CSR looks beyond company profits & benefits community – reference to first- hand experience + CSR efforts(cues)
- Advantages (reference --cues)
- Importance of making it an integral part of every organisation
- Suggestions-awareness, laws to mandate companies include CSR, privileges or offers of some kind to companies that show some positive change in society via CSR, special rebates for students who take up CSR projects in collaboration with such companies etc.

You are Minu Sen, employed as an Asst. Manager for Corporate Social Responsibility (CSR) in your current company in Hyderabad. You saw the given advertisement in the newspaper and wish to apply for the position advertised.



**CREDIT SAGE Pvt. Ltd**

**Required- Corporate Social responsibility Manager (CSR) Head**

**Job Responsibilities:**

- ◆ Define strategy for Credit sage's CSR value of 1% of people's time, 1% of products and 1% of profits to the society.
- ◆ Develop various CSR initiatives in the company's adopted village
- ◆ Strategise and initiate various community benefit schemes and liason with NGO's, Govt. Bodies etc.

**Preferred Skills & Qualifications**

- ◆ Bachelor or Master's degree in Sociology/ Public Relations
- ◆ Strong interpersonal and communication skills (verbal and written)
- ◆ Proven experience in CSR project management and execution
- ◆ Proven experience working with non-profit organizations or Corporate CSR

**Send your bio-data within 10 days to Gagan Vij, HR Head, Credit Sage Pvt.Ltd., Nashik  
For further details please check our website--[www.sage.com/careers/csr](http://www.sage.com/careers/csr)**

Write a a letter to Credit Sage Pvt. Ltd. along with your bio-data, expressing your interest in the situation vacant.

**Value Points**

**Content**

- Covering Letter
- Reference to the advertisement
- Conveying suitability for the position-CSR (Head) / CSR Manager (as advertised)
- Submission of application

Bio data as separate enclosure

- Profile of self
- Educational Qualifications (include advertised requirements)
- Work experience/s (if relevant)- include as it is a senior post
- References

Any other relevant information

**4. ARTICLE / REPORT**

**Format – 1      Content -2      Organisation of ideas -1      Accuracy 1**

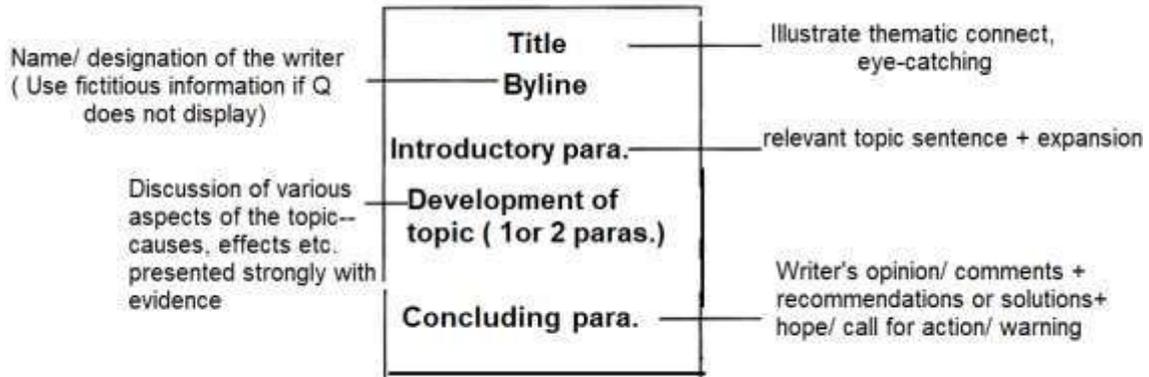
**Article: Assessment Parameters**

**Format**

- Title & By line

**Organisation & Content:**

**The article should be crafted in this manner:**



**Note:** An article is not boxed. A box has been used here, as a tool for clear illustration.

**FORMAT – 1 mark**

**NOTE**-full credit if both aspects included. Partial credit (½ mark) if one aspect is missing or erroneous. No credit if both aspects are missing or erroneous.

**NOTE FOR GIVEN DESCRIPTORS**---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.

**CONTENT – 2 marks**

**2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

**1 mark**

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

**½ mark**

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

**ORGANISATION OF IDEAS -1 mark**

**1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout, barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to

the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**OR**

**Report: Assessment Parameters**

**Format**

- Headline & By line
- Reporting place and date
- Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

**Organisation & Content:**

**FORMAT – 1 mark**

**NOTE**-full credit if all aspects included. Partial credit (½ mark) if any one aspect is missing or erroneous. No credit if more than one aspect is missing or erroneous.

**NOTE FOR GIVEN DESCRIPTORS**---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

**CONTENT – 2 marks**

**2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

**1 mark**

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

**½ mark**

- ✓ Most of the points of the given task not incorporated

Limited awareness of task development

**ORGANISATION OF IDEAS -1 mark**

**1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a newspaper report viz. headline and by-line, place, date.
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout of the newspaper report barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.

- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

### ACCURACY -1 mark

#### 1 mark

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

#### ½ mark

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

#### No credit

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**4.A** The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations. As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.

#### Headlines

- \* CONSTRUCTION WORKERS: RISK OF ACCIDENT DUE TO FATIGUE
- \* CONSTRUCTION WORKFORCE HEALTH CHALLENGES IN EXTREME WEATHER CONDITIONS
- \* CONSTRUCTION WORKER FATALITY: BURIED UNDER SOIL HEAP
- \* ARE CONSTRUCTION MANAGERS FROM MARS AND WORKERS FROM VENUS?
- \* WILL TRAINING PROGRAMMES REVAMP THE SAFETY STANDARDS?

### Value Points

- Explain the hazardous nature of the construction sector and write why --refer to the importance of worker safety
- Examine the issue with **Reasons** (any 2)–
  - ✓ Stakeholders ignore safety regulations -exploitation
  - ✓ Fatigue of workers (cues) –overworked
  - ✓ Extreme weather conditions (cues) –work doesn’t stop—accidents/ health problems
- Provide **Suggestions** (any 2) ---
  - ✓ Awareness
  - ✓ Stricter laws and penalties
  - ✓ Bridge gap between managers and workers (cues)
  - ✓ Frequent training programmes for workers

### OR

**4.B** The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organised by ‘Building Safely’, an NGO in Mysuru, Karnataka with the overarching theme ,‘Worker Safety Needs to be a Priority in Construction Zones’. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event in about 120-150 words. Support your ideas with outline cues given below, to craft your newspaper report.

**Value Points**

Reason **why** the safety fair was organised—by **whom? When? Who** attended?  
Event details –(refer to cues)  
Conclude including witness/ participant account/s

**SECTION C – LITERATURE**

**IV Read the given extracts to attempt the questions with reference to context**

**1.A**

*It is in the news that all these pitiful kin  
Are to be bought out and mercifully gathered in  
To live in villages, next to the theatre and the store,  
Where they won't have to think for themselves anymore,  
While greedy good-doers, beneficent beasts of prey,  
Swarm over their lives enforcing benefits  
That are calculated to soothe them out of their wits,  
And by teaching them how to sleep they sleep all day,  
Destroy their sleeping at night the ancient way.*

i. What is the tone of the poet in the above lines?

- (i) Aggressive
- (ii) Tolerant
- (iii) Sarcastic
- (iv) Resigned
- (v) Sentimental

Choose the most appropriate option.

- A. Only (i)
- B. (ii) and (iii)
- C. (i), (iv) and (v)
- D. Only (iii)

**Value Points**

D. Only (iii)

**Guidance**

- Award 1 mark for the correct answer.
- There is no partial credit.

ii. Identify the phrase from the extract, that suggests the following:

No one bothers to take 'their' consent before pushing the promise of a better life, their way.

(1 mark)

**Value Points**

enforcing benefits

**Guidance**

- Award 1 mark for the correct answer.
- There is no partial credit.

iii. What quality of the villagers can be inferred through these lines?

- A. gullible
- B. futuristic
- C. hypocritical
- D. ambitious

(1 mark)

Value Points	Guidance
A. Gullible	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
iv. Complete the following analogy correctly. Do NOT repeat from used example.  greedy good doers: alliteration:: ..... oxymoron  <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
beneficent beasts of prey	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
v. On the basis of the extract, choose the correct option with reference to (1) and (2) given below. (1) The city dwellers make promises for the betterment of the villagers. (2) The city dwellers have ulterior motives.  A. (1) is true but (2) is false. B. (2) is true but (1) is false. C. (2) is the reason for (1). D. Both (1) and (2) cannot be inferred from the extract.  <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
C. (2) is the reason for (1).	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
vi. Fill the blank with an appropriate word, with reference to the extract.  The line '... calculated to soothe them out of their wits' implies that 'them' are being _____.  <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
manipulated / fooled / duped [one word only]	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<b>OR</b>	
<b>1. B</b> <i>A thing of beauty is a joy forever            Its loveliness increases, it will never            Pass into nothingness; but will keep            A bower quiet for us, and a sleep            Full of sweet dreams, and health, and quiet breathing.            Therefore, on every morrow, are we wreathing            A flowery band to bind us to the earth</i>	
i. Choose the option that displays the same poetic device as used in the first line of the extract.  A. I'm as happy as I can be. B. Life is a roller coaster ride. C. Nature is God's gift to us.	

D. The dazzling divas enchanted all.

(1 mark)

**Value Points**

**Guidance**

B. Life is a roller coaster ride.

- Award 1 mark for the correct answer.
- There is no partial credit.

ii. What does the phrase 'a bower quiet' indicate?

- A. serenity
- B. morality
- C. superiority
- D. diversity

(1 mark)

**Value Points**

**Guidance**

A. serenity

- Award 1 mark for the correct answer.
- There is no partial credit.

iii. The benefits of a thing of beauty for humans include\_\_\_\_\_.

- (i) healthy body
- (ii) calm mind
- (iii) struggle-free life
- (iv) better relationships
- (v) hope to carry on

Choose the most appropriate option.

- A. Only (v)
- B. (i), (ii) and (v)
- C. (i), (iii) and (iv)
- D. (ii) and (iv)

**Value Points**

**Guidance**

B. (i), (ii) and (v)

- Award 1 mark for the correct answer.
- There is no partial credit

iv. Answer in ONE WORD.

When the poet says that 'a thing of beauty' will never pass into nothingness, he means that it is\_\_\_\_\_.

(1 mark)

**Value Points**

**Guidance**

immortal/ everlasting/ eternal / undying

- Award 1 mark for the correct answer.
- There is no partial credit.

v. On the basis of the extract, choose the correct option with reference to the two statements given below.

- (1) We are surrounded by beautiful things.
- (2) Beautiful things provide us joy.

- A. (1) can be inferred from the extract but (2) cannot.
- B. (2) can be inferred from the extract but (1) cannot.

- C. Both (1) and (2) can be inferred from the extract.  
 D. (2) is the reason for (1) and can be inferred from the extract.

(1 mark)

Value Points	Guidance
B. (2) can be inferred from the extract but (1) cannot.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

vi. Which of the following is an apt title for the extract?

- A. Full to the Brim with Joy  
 B. Beauty Galore  
 C. Live Life King Size  
 D. Hope Floats

(1 mark)

Value Points	Guidance
D. Hope Floats	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit</li> </ul>

**2.A**

DERRY: You're... peculiar. You say peculiar things. You ask questions I don't understand.

MR LAMB: I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.

DERRY: Yes, but...

MR LAMB: I've a hive of bees behind those trees over there. Some hear bees and they say, bees *buzz*. But when you listen to bees for a long while, they humm... and hum means 'sing'. I hear them singing, my bees.

DERRY: But...I like it here. I came in because I liked it .....when I looked over the wall.

MR LAMB: If you'd seen me, you'd not have come in.

DERRY: No.

i. List the playwright's purpose of using ellipses (...) in this extract.

(1 mark)

Value Points	Guidance
To indicate to the character to <u>pause</u> for thought/ to act showing gathering of thoughts	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

ii. Select the option that best describes Derry and Mr. Lamb in the extract.

- A. Derry: introvert; Mr. Lamb: friendly  
 B. Derry: fearful; Mr. Lamb: domineering  
 C. Derry: friendly; Mr. Lamb: weird  
 D. Derry: open minded; Mr. Lamb: charming

(1 mark)

Value Points	Guidance
A. Derry: introvert; Mr. Lamb: friendly	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

iii. Which of the following best summarises Mr. Lamb's attitude towards the bees.

- A. Beauty is being true to yourself.  
 B. There is a kind of beauty in imperfection.  
 C. Beauty is the promise of happiness.

D. The beauty of the world lies in the details.		(1 mark)
Value Points	Guidance	
D. The beauty of the world lies in the details.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>	
iv. Derry says, "I came in here because I liked it ... ." What was the one significant thing Derry might have liked about the place, as per the extract?		
Value Points	Guidance	
Away from prying eyes/ people	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>	
<b>2.B</b>		
<p><i>Students on Ice</i>, the programme I was working with on the <i>Shokalskiy</i>, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With <i>Students on Ice</i>, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.</p>		
i. Complete the sentence appropriately, with reference to the extract.		
The writer refers to the educational opportunities as 'inspiring' because_____.		(1 mark)
Value Points	Guidance	
These educational opportunities would motivate them to work towards the good of the planet / allow them to observe first-hand that the planet needs to be respected / nurtured rather than abused	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>	
ii. Which of the following would NOT be 'a life changing experience'?		
<p>A. Being given the lead role in a play.  B. Going on an adventure trip.  C. Playing a video game.  D. Meeting a great leader, you admire.</p>		
		(1 mark)
Value Points	Guidance	
C. Playing a video game.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>	
iii. Select the most suitable title for the given extract.		
<p>A. Adventure with a Mission  B. Adventure – The Spice of Life  C. The Wanderlust  D. Students of the Future</p>		
		(1 mark)
Value Points	Guidance	

A. Adventure with a Mission	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
iv. Why does the writer refer to ‘act’ as more important than ‘absorb’ or ‘learn’? (1 mark)	
<b>Value Points</b>	<b>Guidance</b>
Because having the right knowledge or inclination/ understanding is just half the job done. It fails to have an impact till it is applied/ practised/ put to use in our actions	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p><b>3.A</b></p> <p>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. She never quite recovered from the terror she felt that day. That was the end of a brief and brilliant acting career — the legal adviser, who was also a member of the Story Department, had unwittingly brought about that sad end. While every other member of the Department wore a kind of uniform — khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often he looked alone and helpless ...</p>	
<p>i. ‘Stages of worldly experience’ in the given context would refer to _____.</p> <p>A. good education to gain knowledge.  B. situations that require one to be street smart.  C. smaller, not so important roles in acting.  D. training in soft skills.</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
B. situations that require one to be street smart.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p>ii. Select the suitable word from the extract to complete the following analogy:  sealed: closed :: propelled: _____</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
catapulted	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p>iii. Select the correct option to fill in the blank.</p> <p>The harm done to the actress was a/an _____</p> <p>A. well-planned act.  B. unintentional act.  C. act of jealousy.  D. act of male dominance.</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
B. unintentional act.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
iv. Based on the above extract choose the statement that is <b>TRUE</b> for the legal adviser.	

- A. He disliked the actress from the countryside.
- B. He acted after thinking through things carefully.
- C. He did not gel well with others in the Department.
- D. He was always dressed smartly.

(1 mark)

Value Points	Guidance
C. did not gel well with others in the Department.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

v. Identify the textual clue that allows the reader to infer that the writer is sympathetic towards the professional fate of the actor.  
(Clue: a phrase)

(1 mark)

Value Points	Guidance
'sad end'	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

vi. Complete the sentence with an appropriate explanation, as per the extract.

The writer uses the word 'uniform' to refer to the outfits of the Department members because just like a uniform\_\_\_\_\_.

(1 mark)

Value Points	Guidance
... <u>is a common dress code for all, similarly, their apparel/ dress was nearly the same - loose khadi shirt and khadi dhoti</u>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the complete correct answer – similarity with uniform + mention of the type of outfit</li> <li>▪ Partial credit for just the mention of the type of outfit</li> </ul>

**OR**

**3.B**

Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.

i. What is the most likely reason some people consider the practice of interview to be an art?

This could be because it requires-

- A. fluency of words.
- B. sensitive and careful handling.
- C. creativity and imagination.
- D. probing and focusing on details.

(1 mark)

Value Points	Guidance
C. creativity and imagination.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

ii. Rewrite the sentence by replacing the underlined phrase with its inference.

Celebrities feel that an interview <u>diminishes them</u> . (1 mark)	
<b>Value Points</b>	<b>Guidance</b>
Celebrities feel that an interview <u>makes them appear ordinary</u> . [accept - negatively impacts OR weakens them/ their aura]	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p>iii. On the basis of the extract, choose the correct option with reference to the two statements given below.</p> <p>(1) Celebrities don't consent to be interviewed. (2) Interviews intrude the privacy of celebrities.</p> <p>A. (1) Can be inferred from the extract but (2) cannot. B. (1) cannot be inferred from the extract but (2) can. C. (1) is true but (2) is false. D. (2) is the reason for (1).</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
D. (2) is the reason for (1).	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p>iv. Rationalise, to support the given opinion:</p> <p>To say that an interview, in its highest form, is a source of truth is an extravagant, claim.</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
It is an extravagant claim as an interview cannot be a source of truth due to the following-  Interview may be scripted OR People may make false statements OR Certain questions may be left unanswered.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p>v. Replace the underlined word with its antonym from the extract.</p> <p>Some celebrities hate the idea of having to give an interview because it makes them feel like <u>supporters</u>.</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
victims	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p>vi. The author's views on interview, in the extract, can best be described as statements based on _____.</p> <p>A. facts B. hypothesis C. beliefs D. superstitions</p> <p style="text-align: right;">(1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
A. facts	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<b>V</b>	<b>Answer ANY FIVE of the following in about 40-50 words each. 5*2=10</b>
Syllabus document – "Questions should elicit inferential responses through critical thinking."	

i. "You realise the true value of a thing only on losing it." Comment on this statement in the light of the story <i>The Last Lesson</i> .	
Value Points	Guidance
<p>Prussians put a ban on the French language - People realized the importance of holding onto their mother tongue.</p> <p>OR</p> <p>M Hamel was considered strict and the classes / work given by him were not taken seriously - After he was ordered to leave the country, villagers realized the importance of his contribution to the society.</p>	<p><b>Content -</b> Award <b>1 mark</b> for inclusion of both the loss and the impact of any one of the 2 value points given. Award <b>½ mark</b> if only the impact is listed.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included.</b> ✓ Answer organised effectively ✓ usage of words for effect-cause (due to, as a result, owing to, therefore, etc.) <b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
ii. State the common issue faced by most of the aged in the current times, with reference to the poem <i>My Mother at Sixty-six</i> .	
Value Points	Guidance
<p>Common issue: absence of supporting presence/ loneliness/alone when children move away – Explanation: the poet lived away from her mother.</p>	<p><b>Content -</b> Award <b>1 mark</b> for writing the problem with the explanation. Award <b>½ mark</b> for only one thing being mentioned.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b> ✓ Answer organised effectively ✓ The language usage needs to be display elaboration/comparison/ reasoning <b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
iii. What do we come to know about the author of <i>Lost Spring</i> - Anees Jung, through her interactions with Saheb and Mukesh?	
Value Points	Guidance
<p>[have to be relevant with respect to BOTH boys]</p> <ul style="list-style-type: none"> <li>Observed in detail – observant</li> <li>Is moved by their plight - sensitive / empathetic</li> <li>Feels helpless about her inability to do anything for them.</li> </ul> <p>(Any other relevant)</p>	<p><b>Content -</b> Award <b>1 mark</b> for giving any two qualities with explanation. Award <b>½ mark</b> for mentioning the qualities only.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b> ✓ Answer organised effectively ✓ The language usage needs to be relevant and coherent.</p>

	<p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
iv. Give two reasons why, according to Pablo Neruda, is 'keeping quiet' essential to attaining a better, more peaceful world?	
<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>• Makes us introspect and reflect upon our actions.</li> <li>• Helps us better understand ourselves and what we want.</li> <li>• Enables us to realise that many of our mindless actions are only harming us and not giving us happiness.</li> </ul>	<p><b>Content -</b> Award <b>1 mark</b> for stating any two reasons. Award <b>½ mark</b> for just stating only one reason.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to display rationalisation.</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
v. If the Christmas spirit is about selflessness, forgiveness and becoming 'better' versions of ourselves amongst other things, Edla Willmansson is the epitome of this spirit. Justify with two points of evidence from <i>The Rattrap</i> .	
<b>Value Points</b>	<b>Guidance</b>
<p>Edla-</p> <p>Despite knowing the truth about the peddler -</p> <ul style="list-style-type: none"> <li>• gave him shelter and treated him with full respect. (forgiveness)</li> <li>• even invited him for Christmas next year. (better version of herself)</li> </ul>	<p><b>Content -</b> Award <b>1 mark</b> for 2 complete valid points Award <b>½ mark</b> for 1 valid point</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to display inference (based on .... reveals that... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
vi. How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications.	
<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>• Couldn't live the way she wanted to or do what she wanted to.</li> <li>• Burdened by responsibilities.</li> <li>• Oppressed by her husband.</li> </ul>	<p><b>Content-</b> Award <b>1 mark</b> for any 2 valid points. Award <b>½ mark</b> if only one valid point is mentioned.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> </ul>

	<p>✓ The language usage needs to display justification</p> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
<b>VI</b>	<b>Answer ANY TWO of the following in about 40-50 words each. 2*2=4</b>
Syllabus document – "Questions should elicit inferential responses through critical thinking."	
i. 'It's easy to judge others and give advice, but much more difficult to apply it to ourselves.' Elaborate with reference to the character of Sam in The Third Level.	
<b>Value Points</b>	<b>Guidance</b>
<p>Told Charley that he was dissatisfied and looking for an escape – the Third level was his imagination.</p> <p>At the end, the same is revealed as true for Sam – he went in search of the Third level himself</p>	<p><b>Content -</b></p> <p>Award 1 mark for 2 complete valid points. Award ½ mark for 1 valid point.</p> <p><b>Expression –</b></p> <p>1 mark when both given aspects are included</p> <ul style="list-style-type: none"> <li>• Answer organised effectively</li> <li>• The language usage needs to display reasoning ( reveals that.... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
ii. Comment on the writing style of the author, Kalki in The Tiger King.	
<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>• A satire on those in power – use of humour, exaggeration and harmony to criticize</li> <li>• Conversational, narrative style</li> </ul>	<p><b>Content –</b></p> <p>Award <b>1 mark</b> for 2 valid points. Award <b>½ mark</b> for 1 valid point.</p> <p><b>Expression –</b></p> <p>1 mark when both given aspects are included</p> <ul style="list-style-type: none"> <li>• Answer organised effectively</li> <li>• The language usage needs to display analysis</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
iii. How do we know that Dr. Sadao was conscientious as well as loyal?	
<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>• True to his profession (conscientious) – attended to the wounded soldier and saved his life</li> </ul>	<p><b>Content –</b></p> <p>Award <b>1 mark</b> for 2 valid points giving reasons. Award <b>½ mark</b> for 1 valid point.</p> <p><b>Expression –</b></p> <p>1 mark when both given aspects are included</p>

<ul style="list-style-type: none"> <li>Informed the General about the prisoner and agreed to the plan of assassination. (loyal-to his country)</li> </ul>	<ul style="list-style-type: none"> <li>Answer organised effectively</li> <li>The language usage needs to display reasoning ( reveals that.... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
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**VII Answer ANY ONE of the following in about 120-150 words. 1\*5=5**

Syllabus document--Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student.

**Content 2 Expression 2 Accuracy 1**

**Note-**

- ✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION
- ✓ If the response does not justify **all** points of a level, the response is **marked down**.

	<b>DESCRIPTORS FOR CONTENT (with reference to value points)</b>	<b>MARKS</b>	
	<ul style="list-style-type: none"> <li>Sustained, clear, well-developed personal response to the task</li> <li>Well-developed and justified arguments/evidence for the characters</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>Largely, a reasonably well-developed personal response to the task</li> <li>Clear justification with arguments/evidence for the characters</li> </ul>	<b>1 ½</b>	
	<ul style="list-style-type: none"> <li>Fairly competent personal response to the task</li> <li>Clear justification with restricted arguments/evidence for the characters</li> </ul>	<b>1</b>	
	<ul style="list-style-type: none"> <li>Limited awareness of the task</li> <li>Limited justification or relevant arguments/evidence for the characters</li> </ul>	<b>½</b>	
	<b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion)</b>	<b>MARKS</b>	
	<ul style="list-style-type: none"> <li>Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>	<b>2</b>	
	<ul style="list-style-type: none"> <li>Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>Range of vocabulary suffices in large parts to convey the overall idea and meaning</li> </ul>	<b>1 ½</b>	
	<ul style="list-style-type: none"> <li>Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>Range of vocabulary is limited and conveys a basic idea of the overall meaning</li> </ul>	<b>1</b>	
	<ul style="list-style-type: none"> <li>Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>Very limited expected/ topical vocabulary as per question asked</li> </ul>	<b>½</b>	
	<b>DESCRIPTORS FOR ACCURACY</b>	<b>MARKS</b>	

	<ul style="list-style-type: none"> <li>Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul>	<b>1</b>	
	<ul style="list-style-type: none"> <li>Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul>	$\frac{1}{2}$	
	<p>No credit</p> <ul style="list-style-type: none"> <li>Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>	<b>0</b>	

i. The prose selections, *Deep Water* and *Indigo*, bring out the importance of overcoming fear, in order to be able to lead our lives successfully.

Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear.

You may begin like this ...

*Good morning, students!*

*We all know what it's like to be afraid. Fear is our body's natural response to a perceived threat or danger. But when ...*

#### Value Points

- Fear immobilizes us and prevents us from progressing – as in the case of William Douglas – due to his fear of water he could not lead a normal life – could not go fishing, canoeing, etc. Similarly, due to their fear of the Britishers, the peasants of Champaran could not take a stand for their rights.
- Need to face our fear, devise a plan and work through it – William Douglas worked through his fear rather than giving into it. When the peasants gathered around the courthouse in Motihari, it was a step towards overcoming their fear.
- Require determination – persistence – it took Douglas months to overcome his fear of water and learn swimming. It took nearly a year to get justice for the peasants in Champaran.
- strength in unity when fighting a common fear – only when the people in Champaran were they able to overcome their fear and fight for justice.
- But once overcome, one is free to live his / her life to the fullest.

(Any 4 points to be included) (Accept associated **relevant** points)

#### OR

ii 'Their mother sighed.

*Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings.'*

The prose selection, *Going Places* includes this telling comment about Sophie's mother.

In *Aunt Jennifer's Tigers*, we are told that -

*'The massive weight of Uncle's wedding band*

*Sits heavily upon Aunt Jennifer's Hand.'*

Imagine a conversation between Sophie's mother and Aunt Jennifer. Create this exchange with reference to the two extracts given above.

You may begin the conversation like this ...

Sophie's mother: *Your embroidery is so beautiful. Do you love tigers?*

#### Value Points

- Aunt Jennifer shares about her loss of identity; use of art as a means to express her deep-down desires and feelings.

- Sophie’s mother shares information about her servile role – all her time is spent in meeting the needs of the family; has no life of her own. Sophie’s mother stays home while all others go to witness Danny Casey’s football match.
- Both feel burdened with responsibilities.
- Both have domineering husbands; They do not have a say in the family matters.
- There seems to be no likelihood of any change in their status.

(Any 4 points to be included)

**VIII Answer ANY ONE of the following in about 120-150 words. 1\*5=5**

Syllabus document--Questions to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points.

**Content 2 Expression 2 Accuracy 1**

**Note-**

- ✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION
- ✓ If the response does not justify **all** points of a level, the response is **marked down**.

	<b>DESCRIPTORS FOR CONTENT (with reference to value points)</b>	<b>MARKS</b>
	<ul style="list-style-type: none"> <li>• Sustained, clear, well-developed personal response to the task</li> <li>• Well-developed and justified arguments/evidence for the characters</li> </ul>	<b>2</b>
	<ul style="list-style-type: none"> <li>• Largely, a reasonably well-developed personal response to the task</li> <li>• Clear justification with arguments/evidence for the characters</li> </ul>	<b>1 ½</b>
	<ul style="list-style-type: none"> <li>• Fairly competent personal response to the task</li> <li>• Clear justification with restricted arguments/evidence for the characters</li> </ul>	<b>1</b>
	<ul style="list-style-type: none"> <li>• Limited awareness of the task</li> <li>• Limited justification or relevant arguments/evidence for the characters</li> </ul>	<b>½</b>
	<b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion)</b>	<b>MARKS</b>
	<ul style="list-style-type: none"> <li>• Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>• Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>	<b>2</b>
	<ul style="list-style-type: none"> <li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>• Range of vocabulary suffices in large parts to convey the overall idea and meaning</li> </ul>	<b>1 ½</b>
	<ul style="list-style-type: none"> <li>• Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>• Range of vocabulary is limited and conveys a basic idea of the overall meaning</li> </ul>	<b>1</b>
	<ul style="list-style-type: none"> <li>• Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>• Very limited expected/ topical vocabulary as per question asked</li> </ul>	<b>½</b>
	<b>DESCRIPTORS FOR ACCURACY</b>	<b>MARKS</b>

	<ul style="list-style-type: none"> <li>Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul>	<b>1</b>	
	<ul style="list-style-type: none"> <li>Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul>	$\frac{1}{2}$	
	<p>No credit</p> <ul style="list-style-type: none"> <li>Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>	<b>0</b>	

i. On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enrol for the Students on Ice programme has been the single most important decision of her life that has completely transformed her.

Imagine yourself to be Tishani and express these thoughts.

You may begin like this:

*I can't thank my stars enough for having cashed in on the opportunity of.....*

#### Value Points

- An experience completely different than any other - to visit a landscape that is not inhabited by humans and so still relatively pristine.
  - Provided an insight into the earth's past, present and the future.
  - Made her delve deep into the threat faced by the environment and the earth itself due to human activities.
  - Realised how little changes can have a major impact on the environment and therefore the need to take care of the small things.
  - An eye opening experience – realised how everything on this earth is interlinked.
  - The trip indeed had a life changing impact.
- (Any 4 points to be included.)

**OR**

ii. Both Bama and Zitkala Sa experienced the harsh reality of discrimination in their childhood. Instead of letting it pull them down, they found a way to overcome it. You wish to include a cameo\* of both in your upcoming blog post.

As a part of the research, compare and contrast the experiences faced by the two and their response/s to these experiences, in 120-150 words. [Clue: Include the similarities and differences in the discrimination they faced - their feelings - determination to overcome – success]

\*a short description that neatly encapsulates someone or something

#### Value Points

- Both of them faced discrimination; Zitkala Sa was discriminated against because of cultural differences while Bama faced discrimination due to her caste.
- Zitkala sa rebelled and refused to get her hair cut. She put up a strong fight, though had to give in finally. Bama was enraged and wanted to go and touch the packet of *vadai* to teach a lesson to the landlord. But was guided by her elder brother to calm down. He showed her the path overcome discrimination.
- Both of them worked hard to excel in education.
- Both succeeded as writers among other things; They have written much against discrimination and evils of oppression, thus continuing the fight for justice for their communities.