



CBSE

Competency-based education for CBSE

# Item Bank: English Class 7

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Content created by



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# Introduction for teachers

A bank of resources has been created to support teachers to develop and administer end-of-class tests. These resources should be used together. You can view and download the following resources from <http://cbseacademic.nic.in>

- Learning ladder for English
- Assessment specification for English
- Sample lesson plans

This document is a compilation of the sample items for English class 7. There are 49 items.

This item bank is supported by the assessment specification which sets out the end-of-class assessment requirements and the learning ladder for the subject which maps the CBSE syllabi content to the NCERT curriculum. The item index (page 6) shows how each item maps to the learning ladder content and the assessment objectives.

## What these assessment items can be used for

You can use the bank of questions in whatever way you wish but three main purposes have been identified:

- Create end-of-class assessments using the items from the bank to meet the requirements set out in the assessment specifications.
- Create end-of-topic tests using the items from the bank for when you finish teaching a topic.
- Use individual or groups of questions from the bank to create or add to worksheets for use in class and for homework.

## What is in this document

You will find linked questions and single questions which cover different aspects of the learning ladder content and different assessment objectives. You can use these questions to create your own assessments.

Each item in this document begins with the metadata (see Figure 1). The metadata gives details of the content, assessment objective coverage and the number of marks.

There is then a section showing any source material needed followed by the questions themselves and finally the mark scheme for the questions.

Subject	Class	Question reference/File name	Set text
English	9	English9AM2	Kathmandu

Item identity	A01 marks	A02 marks	A03 marks	A04 marks	Marks
English9AM2	2	3		10	15
<b>Total marks</b>	<b>2</b>	<b>3</b>		<b>10</b>	<b>15</b>

Figure 1: Example of metadata

## How to use the assessment items

You can peruse the bank of items by flicking through this document and selecting questions you wish to use. However, if you are assessing specific content then you can use the learning ladder to identify this content and then use the item index (page 6) to find any items which cover that content.

Please note that not all of the content will have items. The item bank is only a sample of the questions which could be created so it may be necessary for you to write questions of your own to fill gaps.

When you find a relevant assessment item in this document, you can copy and paste the question(s) and any source material into a new Word document which will form the assessment or worksheet. Other questions from the bank can be copied and pasted to this document and an assessment or worksheet covering a range of items created. The questions can then easily be edited in the new document using Word and you can add any questions you write to best meet the needs of your classes.

Once the questions have been pasted into the new document the numbering of the items can be changed so that they run through 1, 2 etc. There should be no need to change the numbering of parts (a), (b) etc unless a question has been deleted.

You can create the mark schemes in the same way by copying the relevant section of the item documents and pasting them into a separate Word document which will form the mark scheme. Again, the question numbering will need to be amended. You can use these mark schemes to make sure that the marking is standardised, particularly if more than one teacher uses the assessment.

When creating an end-of-class test the teacher should use the assessment specification to identify the number of marks and questions needed, the balance of content to be covered and the weighting of the assessment objectives needed. You can then select items from the bank to build a test that meets the assessment specification and then order these in a logical manner so that it allows the students to work through the assessment. You should also add a front page with the assessment name and details of the number of marks and the length of

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the assessment. Again, the mark scheme can be created at the same time and question numbers will need to be amended.

When copying items from the bank care needs to be taken to keep the format and style of the items consistent including the spacing and layout and ensuring that the number of marks available for each question is clearly linked to the question.

## Assessment objectives

This document sets out the assessment objectives for CBSE English reading and their percentage weighting for the CBSE end of year tests for the different classes from VI to X. For classes IX and X it includes both the reading and the literature assessments.

No.	Description of Assessment Objective	Class				
		VI	VII	VIII	IX	X
<b>AO1</b>	Show understanding of explicit meanings	40-48	40-48	40-48	23	23
<b>AO2</b>	Show understanding of implicit meanings and perspectives	40-48	40-48	40-48	23	23
<b>AO3</b>	Comment on the effect of writers' use of language and structure	-	-	-	27	27
<b>AO4</b>	Communicate a personal response to texts [what is read], supported by textual reference	12-16	12-16	12-16	27	27

# Item Index

File name	Question ID	AO1	AO2	AO3	AO4	Text type	Source description
English7SP	English7SP1	1				Text A Informative newspaper article	Positive Thinking Article and Information
	English7SP2	3					
	English7SP3		2				
	English7SP4		1				
	English7SP5	1					
	English7SP6	1					
	English7SP7		1				
	English7SP8		2				
	English7SP9				3		
English7BS	English7BS1	3				Text B novel or short story extract	The Biggest Fool in the Kingdom! A Story of Tenali Raman
	English7BS2a	1					
	English7BS2b						
	English7BS3a		1				
	English7BS3b		1				
	English7BS4		2				
	English7BS5	1					
	English7BS6				3		
	English7BS7				2		
English7SA	English7SA1	1				Text B novel or short story extract	The Farmer Who Bought A Well Story about Akbar and Birbal
	English7SA2	1					
	English7SA3		2				
	English7SA4		1				
	English7SA5	1					
	English7SA6		1				
	English7SA7	2					
	English7SA8				1		
	English7SA9				2		
	English7SA10	2					
English7NC2	English7NC21	1				Text B novel or short story extract	Text B – Owing mistakes
	English7NC22		1				
	English7NC23	1					
	English7NC24	1					
	English7NC25		1				
	English7NC26		2				
	English7NC27a	1					
	English7NC27b	1					
	English7NC27c	1					
	English7NC28		2				
	English7NC29a				1		
	English7NC29b				1		
English7SV4	English7SV41a	1					

	English7SV41b	1				Text B novel or short story extract	"Surely You're Joking, Mr.Feyman!" By Richard P. Feynman
	English7SV42a		1				
	English7SV42b		2				
	English7SV43			5	5		
<a href="#">English7SV5</a>	English7SV51a	1				Poetry	On a Killing Tree
	English7SV51b	2					
	English7SV52a		2				
	English7SV53			10			
<a href="#">English7SV6</a>	English7SV6	2	3		10	Text B novel or short story extract	Text B - Reach for the top

## English7SP

This assessment item is designed to assess the end of class assessments for CBSE schools.

Subject	Class	Question reference/File name	Content of source description
English	7	English7SP	Positive Thinking Article and Information

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English7SP1	1				1
English7SP2	3				3
English7SP3		2			2
English7SP4		1			1
English7SP5	1				1
English7SP6	1				1
English7SP7		1			1
English7SP8		2			2
English7SP9				3	3
<b>Total marks</b>	<b>5</b>	<b>7</b>		<b>3</b>	<b>15</b>

### Item purpose

The question assesses a student's ability to find explicit (AO1) and implied meanings (AO2) within the text and to use information within the text to generate a personal response (AO4).

### Source(s)

<p><b>Text A</b></p> <p><b>Title: How can positive thinking help you?</b></p> <p><i>This article uses an example of two children to explain how the way a person thinks can help him or her to succeed.</i></p>
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	<p>Nihal and Meesha are thirteen-year-old twins who are very alike in many ways. However, they regularly have contrasting results in their maths lessons because of their different mindsets*. Meesha is happy to try the challenges set by the teacher, but Nihal is more reluctant.</p>
5	<p>What is a positive mindset?</p>
10	<p>Meesha has a <b>positive mindset</b>. She believes intelligence, talent and ability are open to change. So, she believes she can get better at maths. This means that she tries hard and works to master the learning. Nihal has a <b>fixed mindset</b>. He doesn't believe he can get better at maths. He thinks that a person is either good at maths or not. And, he believes that he is definitely not good at maths.</p>
15	<p>As time goes on, they talk. Meesha explains that you can change your mindset - and she encourages Nihal to do this. Gradually, Nihal starts to think in a different way. He begins to believe that he can do maths, that he can get better. He starts to have a go instead of giving up; he persists in trying. As a result, his maths skills improve.</p> <p>Meesha and Nihal demonstrate how your mindset influences your thoughts, actions and behaviours. Most importantly, they also show that anyone can develop a positive mindset, no matter who they are.</p>
	<p>*mindset – a way of thinking</p>

Source information: adapted from: <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sq>

## English7SP1

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP1	1					1

### Question

1 Look at the first paragraph. Write **two** facts you know about Nihal.

(1 mark)

Total mark 1

### Mark scheme

1 Look at the first paragraph. Write two facts you know about Nihal	
Answer:	Guidance
he is 13 / thirteen (years old) he is a twin he has a sister (called Meesha) he is reluctant in his maths lesson	Award 1 mark for two correct answers.

## English7SP2

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP2	3					3

### Question

2 Look at the first paragraph.

2 (a) Find and copy **one** word that means the same as 'different'.

(1 mark)

### Mark scheme

2 (a) Find and copy one word that means the same as 'different'	
Answer	Guidance
Contrasting	Award 1 mark for correct answer

### Question

Find and copy **one** word that is the opposite of 'different'

2 (b) .

(1 mark)

### Mark scheme

2 (b) Find and copy one word that is the opposite of 'different'.	
Answer	Guidance
Alike	Award 1 mark for correct answer

2 (c) Find and copy **one** word that means the same as 'unwilling to try'

(1 mark)

**(Total marks 3)**

### Mark scheme

c) Find and copy one word that means the same as 'unwilling to try'.	
Answer	Guidance
Reluctant	Award 1 mark for each correct answer to a maximum of three marks.

### English7SP3

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP3		2				2

#### Question

3 Give **two** ways Meesha behaves in her maths lesson.

(2 marks)  
**(Total marks 2)**

#### Mark scheme

3 Give two ways Meesha behaves in her maths lesson.	
Answer	Guidance
Tries the challenges (set by the teacher) Tries hard Works to master the learning	Award 1 mark for each correct answer to a maximum of two marks.

### English7SP4

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP4		1				1

#### Question

4 What is Nihal's opinion of himself?

(1 mark)  
**(Total mark 1)**

## Mark scheme

4 What is Nihal's opinion of himself?	
Answer	Guidance
He is (definitely) not good at maths He doesn't believe in himself	Award 1 mark for one correct answer.

## English7SP5

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP5	1					1

## Question

5 Look at the second paragraph.

*'master the learning'*

Which word below means the same as master in this phrase?

Select **one** option.

- A. avoid
- B. control
- C. enjoy
- D. understand

(1 mark)  
**(Total mark 1)**

## Mark scheme

5 Look at the second paragraph. <i>'master the learning'</i> Which word below means the same as <i>master</i> in this phrase? Select one option. A. avoid B. control C. enjoy D. understand	
Answer	Guidance
D. understand	Award 1 mark for one correct answer.

## English7SP6

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP6	1					1

### Question

6 Tick **one** box in each row to show if the statement is true or false.

Statement	Meesha	Nihal
This person enjoys maths lessons.		
This person will try to answer all the questions.		
This person is not good at maths.		
This person works hard.		

(1 mark)  
(Total mark 1)

### Mark scheme

6 Tick one box in each row to show if the statement is true or false.		
Statement	Meesha	Nihal
This person enjoys maths lessons.		
This person will try to answer all the questions.		
This person is not good at maths.		
This person works hard.		
Answer	Guidance	
Statement	Meesha	Nihal
This person enjoys maths lessons.	Ö	
This person will try to answer all the questions.	Ö	
This person is not good at maths.		Ö
This person works hard.	Ö	
Award 1 mark for four correct answers.		

## English7SP7

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP7		1				1

### Question

7 Give **two** ways that Meesha helps Nihal.

(2 marks)  
**(Total marks 2)**

### Mark scheme

7 Give two ways that Meesha helps Nihal.	
Answer	Guidance
She explains/ talks to him about his mindset /way of thinking/ attitude She encourages him (to change)	Award 1 mark for each correct answer to a maximum of two marks.

## English7SP8

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP8		2				2

### Question

8 How does Nihal change?  
Give **two** ways.

(2 marks)  
**(Total marks 2)**

## Mark scheme

8 How does Nihal change? Give two ways.	
Answer	Guidance
He starts to think in a different way He begins to believe he can do maths He tries (have a go) He persists / doesn't give up His skills improve	Award 1 mark for each correct answer to a maximum of two marks.

## English7SP9

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SP9				3		1

## Question

- 9 In your opinion, is your mindset more like Meesha's or Nihal's?  
Give **three** reasons from the text to show how you are more like Meesha or Nihal.  
My mindset is more like \_\_\_\_\_ because I .....

(3 marks)  
**(Total marks 3)**

## Mark scheme

9 In your opinion, is your mindset more like Meesha's or Nihal's? Give <b>three</b> reasons from the text to show how you are more like Meesha or Nihal. My mindset is more like _____ because I .....	
Answer	Guidance
Accept answers that make reference to a point within the text. For example:	Award 1 mark for each correct answer to a maximum of three marks.



<p>Meesha</p> <p>I always try hard/ try the challenges the teacher sets.</p> <p>I don't give up/ I persist.</p> <p>I work to understand/ master the learning.</p> <p>I give advice/ encourage/ help others.</p> <p>I believe in myself/ my ability/ my talents/my intelligence.</p> <p>Nihal (before he changes his mindset)</p> <p>I don't believe I can understand.</p> <p>I believe that I am bad at things.</p> <p>I don't try.</p> <p>I give up (easily).</p> <p>Nihal (after he changes his mindset)</p> <p>I believe in myself/ think I can improve.</p> <p>I have a go/ try.</p> <p>I don't give up/ I persist.</p>	<p>Accept paraphrases of the examples suggested.</p> <p>Do not accept repetition of the same point.</p> <p>Accept other appropriate examples grounded in the text.</p>
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### English7BS

This assessment item is designed to assess the end of class assessments for CBSE schools.

Subject	Class	Question reference/File name	Content of source description
English	7	English7BS	The Biggest Fool in the Kingdom! A Story of Tenali Raman

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS1	3					3
English7BS2a	1					1
English7BS2b	1					1
English7BS3a		1				1
English7BS3b		1				1
English7BS4		2				2

English7BS5	1					1
English7BS6				3		3
English7BS7				2		2
<b>Total marks</b>	<b>6</b>	<b>4</b>		<b>5</b>		<b>15</b>

### Item purpose

*This question assesses a student's ability to find explicit (AO1) and implied meanings (AO2) within a text and to use information within the text to generate a personal response (AO4).*

### Source(s)

	<p><b>Text B</b></p> <p><b>The Biggest Fool In The Kingdom</b></p> <p><i>In this story, King Krishnadevaraya buys a horse and trusts a stranger. However, his friend and advisor, Tenali Raman, teaches the king a lesson.</i></p> <p>King Krishnadevaraya loved horses and had the best collection of horse breeds in his Kingdom. One day, a trader came to the King to say that he had brought him a new horse – it was the best of breeds from the Kingdom of Arabia.</p>
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5	<p>The trader invited the King to inspect the horse and King Krishnadevaraya very much admired the horse. So, the trader told the King that he could buy this one and that he had two more, just like this one, back in Arabia and he would go to fetch them.</p> <p>The King loved the horse so much that he must have the other two as well. He paid the trader 5000 gold coins in advance. The trader promised that he would return within two days with the other horses. Two days turned into two weeks and, still, there was no sign of the trader.</p> <p>One evening, when the King was strolling in his garden, he spotted his advisor, Tenali Raman, who was writing something on a piece of paper. Curious, the King asked Tenali what he was jotting down. Tenali Raman had made a list of the biggest fools in the kingdom and, to the King's surprise, the King's name was on the top.</p>
10	<p>After seeing this, the king became furious and asked for an explanation. Tenali referred to the horse story, saying the King was a fool to believe that the trader, a stranger, would return after receiving 5000 gold coins.</p> <p>Countering this argument, the King then asked, "What will you say if or when the trader does come back?" Tenali smiled and replied, "In that case, the trader would be a biggest fool, and his name would replace the King's on the list!"</p> <p>*trader – a person who sells things</p> <p>*breeds – types of animals</p>

Source information :

Adapted from :

<https://www.getlitt.co/blog/tenali-raman-stories-in-english-for-kids/>

## English7BS1

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS1	3					3

### Question

1 Find and copy the correct names to answer the questions below:

1 (a) Who had the best horse breeds in the kingdom?

1 (b) Who came from Arabia?

1 (c) Who made the list of fools?

(3 marks)

**(Total marks 3)**

### Mark scheme

1. Find and copy the correct names to answer the questions below. (a) Who had the best horse breeds in the kingdom? (b) Who came from Arabia? (c) Who made the list of fools?	
Answer	Guidance
(a) King Krishnadevaraya (b) Trader (c) Tenali Raman	Accept slips in spelling the names.

## English7BS2a

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS2a	1					1

### Question

2 (a) When did the trader say he would return?

(1 mark)

**(Total marks 1)**

### Mark scheme

2 (a) When did the trader say he would return?	
Answer	Guidance
Two days	1 mark for correct answer

## English7BS2b

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS2b	1					1

### Question

2 (b) Explain how the trader is shown to be a dishonest person.

(1 mark)

**(Total mark 1)**

### Mark scheme

2 (b) Explain how the trader is shown to be a dishonest person.	
Answer	Guidance
2 (b) Accept answers that explain the trader's dishonesty. For example:	1 mark for correct answer Accept answers that paraphrase the correct answers.

<ul style="list-style-type: none"> <li>· The trader promised that he would return within two days with the other horses.</li> <li>· The trader took the king's money and did not return with the horses.</li> <li>· The trader tricked the king.</li> </ul>	
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**English7BS3a**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS3a		1				1

**Question**

3 One evening, when the King was **strolling** in his garden, he **spotted** his advisor, Tenali Raman, who writing something on a piece of paper.

3 (a) Choose **one** phrase that means the same as 'strolling' in this sentence:

- A. running about
- B. walking calmly
- C. stamping his feet

(1 mark)

**(Total mark 1)**

**Mark scheme**

3 (a) Choose <b>one</b> phrase that means the same as 'strolling' in this sentence: A. running about B. walking calmly C. stamping his feet	
Answer	Guidance
B. Walking calmly	Award 1 mark for correct answer

## English7BS3b

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS3b		1				1

### Question

3 (b) Choose **one** word that means the same as 'spotted' in this sentence:

- A. noticed
- B. found
- C. watched

(1 mark)

**(Total mark 1)**

### Mark scheme

(b) Choose one word that means the same as 'spotted' in this sentence: A. noticed B. found C. watched	
Answer	Guidance
A. noticed	Award 1 mark for correct answer

## English7BS4

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS4		2				2

### Question

4 Why is the king surprised to find his name at the top of the list of fools?

Select **two** correct answers.

- A. Because the king is a powerful person
- B. Because Tenali Raman should be respectful to the king
- C. Because the king has a fine collection of horses
- D. Because Tenali Raman is a bigger fool
- E. Because the trader has tricked the king

(2 marks)

(Total marks 2)

### Mark scheme

4 Why is the king surprised to find his name at the top of the list of fools? Select <b>two</b> correct answers. A. Because the king is a powerful person B. Because Tenali Raman should be respectful to the king C. Because the king has a fine collection of horses D. Because Tenali Raman is a bigger fool E. Because the trader has tricked the king	
Answer	Guidance
A. Because the king is a powerful person B. Because Tenali Raman should be respectful to the king	Award 1 mark for each correct answer to a maximum of two marks.

### English7BS5

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS5	1					1

### Question

5 **'Countering** this argument, the king then asked....'

What does the word '**Countering**' mean here?

Copy **one** correct word from the list below:

- A. shout
- B. agree
- C. encourage
- D. respond

(1 mark)

(Total mark 1)

### Mark scheme



5 '**Countering** this argument, the king then asked....'

What does the word '**Countering**' mean here?

Copy **one** correct word from the list below:

- A. shout
- B. agree
- C. encourage
- D. respond

Answer	Guidance
D. respond	Award 1 mark for correct answer

### English7BS6

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS6				3		3

### Question

6 Look at the table below.

Choose **three** ways the king may feel during this story and explain your opinions with examples from the text.

How the king may feel	Why I think the king feels this way
Proud	
Greedy	
Disappointed	
Angry	
Foolish	

(3 marks)

**(Total marks 3)**

### Mark scheme

6 Look at the table below.

Choose **three** ways the king may feel during this story and explain your opinions with examples from the text.

How the king may feel	Why I think the king feels this way
Proud	
Greedy	
Disappointed	
Angry	
Foolish	

Answer		Guidance
How the king may feel	Why I think the king feels this way	<p>Award 1 mark for each correct answer to a maximum of three marks.</p> <p>Accept paraphrases of the suggested answers.</p> <p>Do not award repetition of the same point.</p>
Proud	He knows a lot about horses/he has a fine collection of horses/ he is the king of a kingdom.	
Greedy	He wants more and more horses / he wants to have the best horses.	
Disappointed	He has been deceived/ he would have liked to have more horses/ he trusted someone and the person has let him down.	
Angry	He trusted someone and the person has let him down / he feels foolish for trusting the trader/ he is annoyed at Tenali Raman's honesty/ lack of respect.	
Foolish	He trusted someone and the person has let him down / he feels foolish for trusting the trader/ he is annoyed at Tenali Raman's honesty/ lack of respect.	

**English7BS7**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7BS6				2		2

**Question**

- 7 Imagine that the trader does bring two more horses to King Krishnadevaraya. What would the king say to the trader and to Tenali Raman? Use the story to help you give a suitable answer.

Write what the king might say to:

The trader	
Tenali Raman	

(2 marks)

**(Total marks 2)**

**Mark scheme**

<p>7 Imagine that the trader does bring two more horses to King Krishnadevaraya. What would the king say to the trader and to Tenali Raman? Use the story to help you give a suitable answer.</p> <p>Write what the king might say to:</p> <table border="1"> <tbody> <tr> <td>The Trader</td> <td></td> </tr> <tr> <td>Tenali Raman</td> <td></td> </tr> </tbody> </table>		The Trader		Tenali Raman	
The Trader					
Tenali Raman					
Answer	Guidance				
<p>Answers should be rooted in the story.</p> <p>For example:</p>	<p>Award 1 mark for each correct answer to a maximum of two marks.</p>				



<p>The Trader</p>	<p>I thought you had betrayed me, but you returned.</p> <p>What beautiful horses you have brought! What delayed you?</p> <p>I had given up hope, but you have restored my faith in people.</p>	<p>Accept paraphrases of the suggestions offered.</p> <p>Accept other relevant responses that are rooted in the story.</p>
<p>Tenali Raman</p>	<p>You judged me too soon. It is good to trust people.</p> <p>Who is the fool now? You think you know everything!</p> <p>You see the worst in the world. Perhaps you should place more trust in people.</p>	

## English7SA

This assessment item is designed to assess the end of class assessments for CBSE schools.

Subject	Class	Question reference/File name	Content of source description
English	7	English7SA	The Farmer Who Bought A Well Story about Akbar and Birbal

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English7SA1	1				1
English7SA2	1				1
English7SA3		2			2
English7SA4		1			1
English7SA5	1				1
English7SA6		1			1
English7SA7	2				2
English7SA8				1	1
English7SA9				2	2
English7SA10	2				2
<b>Total marks</b>	<b>7</b>	<b>4</b>		<b>3</b>	<b>14</b>

### Item purpose

*This question assesses a student's ability to find explicit (AO1) and implied meanings (AO2) within a text and to use information within the text to generate a personal response (AO4).*

### Source(s)

<p><b>Text B</b></p> <p>The Farmer Who Bought A Well</p> <p><i>This story tells us how the wise man, Birbal, helped a poor farmer.</i></p> <p>There was once a poor farmer who had no water on his land so his crops* did not grow successfully. The poor farmer saved all the money he could. One day he had</p>
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<p>5</p> <p>10</p>	<p>enough money to buy a well* from the rich man on the next farm. Now, he would be able to irrigate his fields using the water from the well.</p> <p>The next day, when the farmer went to get water from the well, the rich man stopped him.</p> <p>"You must not take any water from this well. You bought only the well. You did not pay for the water. So, you are forbidden to draw any water from the well."</p> <p>The farmer decided to go to King Akbar to tell of his problem. King Akbar asked Birbal, his wise advisor, to deal with this case.</p> <p>Birbal and the poor farmer visited the rich man. The rich man repeated to Birbal what he had told the farmer. Birbal replied, "Because you sold the well but not the water to the farmer, you will have to move out all the water or pay rent* to the farmer to keep the water in the well."</p> <p>The rich man realised his mistake and let the poor farmer use the water from the well.</p> <p>*crops – plants grown for food</p> <p>*well – a deep hole from which to take water from the ground</p> <p>*rent – money paid to use something</p>
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Source information :

Adapted from :

<https://www.hopscotch.in/blog/5-famous-akbar-birbal-moral-stories/>

## English7SA1

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA1	1					1

### Question

- 1 What problem did the poor farmer have?  
Find and copy **two** words that tell you.

(1 mark)

**(Total mark 1)**

### Mark scheme

1 What problem did the poor farmer have? Find and copy <b>two</b> words that tell you.	
Answer	Guidance
No water	Award 1 mark for correct answer

## English7SA2

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA2	1					1

### Question

- 2 Look at the first paragraph.  
Find and copy **one** word that means the same as 'water the land'.

(1 mark)

**(Total mark 1)**

### Mark scheme

2 Look at the first paragraph. Find and copy one word that means the same as 'water the land'.	
Answer	Guidance
irrigate	Award 1 mark for correct answer

### English7SA3

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA3		2				2

### Question

- 3 How did the farmer try to solve this problem?  
Give **two** things he did.

(2 marks)

**(Total marks 2)**

### Mark scheme

3 How did the farmer try to solve this problem? Give <b>two</b> things he did.	
Answer	Guidance
Saved money Bought (buy) a well	Award 1 mark for each correct answer to a maximum of two marks.



## English7SA4

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA4		1				1

### Question

4 Why did the rich man stop the poor farmer?

(1 mark)

**(Total mark 1)**

### Mark scheme

4 Why did the rich man stop the poor farmer?	
Answer	Guidance
The rich man said the poor farmer could not take the water (from the well). He had tricked him (about the water). The poor farmer had paid for the well not the water (in it).	Award 1 mark for correct answer

## English7SA5

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA5	1					1

### Question

5 'the farmer went to **get** water from the well'

Look at the second paragraph.

Find and copy **one** word which means the same as 'get' in the example above.

(1 mark)

**(Total mark 1)**

**Mark scheme**

5 'the farmer went to <b>get</b> water from the well'	
Look at the second paragraph. Find and copy <b>one</b> word which means the same as 'get' in the example above.	
Answer	Guidance
Draw	Award 1 mark for correct answer

**English7SA6**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA6		1				1

**Question**

6 'King Akbar asked Birbal, his wise advisor, to deal with this case.'

Explain the meaning of 'deal with this case'.

(1 mark)

**(Total mark 1)**

**Mark scheme**

6 'King Akbar asked Birbal, his wise advisor, to <b>deal with this case.</b> ' Explain the meaning of 'deal with this case'.	
Answer	Guidance
Solve/ investigate/ find an answer to the problem Talk to the farmers/ rich man	Award 1 mark for correct answer

## English7SA7

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA7	2					2

### Question

- 7 According to Birbal, what **two** things can the rich man do to solve the problem?  
Give **two** answers.

(2 marks)

**(Total marks 2)**

### Mark scheme

7 According to Birbal, what <b>two</b> things can the rich man do to solve the problem? Give <b>two</b> answers.	
Answer	Guidance
Move (out all) the water Pay rent (to keep the water in the well)	Award 1 mark for each correct answer to a maximum of two marks.

## English7SA8

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA8				1		1

### Question

- 8 What is your opinion of the character of the rich man?

(1 mark)

**(Total mark 1)**

## Mark scheme

8 What is your opinion of the character of the rich man? Give one reason for your opinion.	
Answer	Guidance
Opinion: For example: the rich man is: greedy/ bad/ unkind/ uncaring/ a cheat  Reason: For example: He wanted to earn more money from the farmer/ he tried to trick the poor farmer/ he did not care for the poor farmer's difficulty.	Award 1 mark for a relevant opinion with an example from the text.  Accept other relevant opinions if they are supported by appropriate examples from the text.

## English7SA9

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA9				2		2

## Question

9 In your opinion, did Birbal make a good decision? Yes, No or Yes and No.

Give **two** reasons for your opinion, using information in the text.

(2 marks)

**(Total marks 2)**

## Mark scheme

9 In your opinion, did Birbal make a good decision? Yes, No or Yes and No. Give <b>two</b> reasons for your opinion, using information in the text.	
Answer	Guidance
Yes <ul style="list-style-type: none"> <li>the rich man had tricked/ tried to take advantage of the poor farmer and Birbal stopped this</li> <li>the poor farmer needed water and now he has it</li> </ul>	Award 1 mark for each correct answer to a maximum of two marks.  Accept other relevant opinions if they are supported by appropriate examples from the text.

<ul style="list-style-type: none"> <li>the poor farmer had paid for the well and the water, and now he has it</li> <li>the rich man did not win over the poor farmer</li> <li>Birbal has ended an argument/ brought peace between the rich man and the poor farmer.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>the poor man had only bought the well so he shouldn't have the water too</li> </ul>	
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**English7SA10**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SA10	2					2

**Question**

10 Put these events from the poor farmer's story in the correct order.

- A. He tries to take water from the well
- B. He listens to Birbal
- C. He can irrigate his crops
- D. He buys a well
- E. He visits King Akbar

(2 marks)

**(Total marks 2)**

**Mark scheme**

<p>10. Put these events from the poor farmer's story in the correct order.</p> <ul style="list-style-type: none"> <li>A. He tries to take water from the well</li> <li>B. He listens to Birbal</li> </ul>
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<p>C. He can irrigate his crops</p> <p>D. He buys a well</p> <p>E. He visits King Akbar</p>	
Answer	Guidance
<p>D. he buys a well</p> <p>A. he tries to take water from the well</p> <p>E. he visits King Akbar</p> <p>B. he listens to Birbal</p> <p>C. he can irrigate his crops</p>	<p>Award 2 marks if all answers are correct.</p> <p>Do not award 1 mark for partially correct answers.</p>

## English7NC2

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC21	1					1
English7NC22		1				1
English7NC23	1					1
English7NC24	1					1
English7NC25		1				1
English7NC26		2				2
English7NC27a	1					1
English7NC27b	1					1
English7NC27c	1					1
English7NC28		2				2
English7NC29a				1		1
English7NC29b				1		1
<b>Total Marks</b>	<b>6</b>	<b>6</b>		<b>2</b>		<b>14</b>

This assessment item is designed to assess the end of class assessments for CBSE schools.

Subject	Class	Question reference/File name	Content of source description
English	7	English7NC2	Text B – Owning mistakes

### Item purpose

*The question assesses students' explicit understanding and comprehension of the text (AO1), ability to analyse and reflect implicit meaning of the text (AO2) and ability to generate a personal response to the text (AO4)*

**Source(s)**

	<p><b>Text B</b></p> <p><b>Owning Mistakes</b></p> <p><i>Read this story about a boy called Simon who makes a mistake.</i></p> <p>Simon was a curious boy. One evening, he stealthily opened the cupboard where his grandfather kept his special things. Simon stood on a chair and lifted down the box in which his grandfather kept many wrist-watches bought from different countries he had visited.</p> <p>5 While getting down from the chair, the box slipped out of Simon’s hands and fell onto the floor. To his shock, he found the glass of his grandfather’s favourite watch broken. Simon was frightened. “How will I tell my grandfather that I have broken his special watch? He will be angry with me, ’ Simon thought,</p> <p>10 Simon put the broken watch back into the box and placed the box back on the shelf. Afterwards, he went to sleep. He tossed and turned in bed. He could not sleep in peace throughout the whole night.</p> <p>The next morning, Simon got up early. Reaching his grandfather’s bedroom, Simon told him everything. Grandfather looked thoughtful for a while; then he said, “I felt very angry when you had broken my precious watch. But you need not worry. Only the glass is broken. I shall have it replaced.”</p> <p>Simon felt very relieved. His grandfather said, “It was brave enough of you to tell me about the broken watch. Simon said, “I was scared at first but I could not live with a lie.”</p>
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**Source Information :**

**Adapted from :**

<https://www.advance-africa.com/owning-mistakes.html>



## English7NC21

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC21	1					1

### Question

1 What does Simon find in his grandfather's cupboard?

(1 mark)

**(Total mark 1)**

### Mark scheme

1 What does Simon find in his grandfather's cupboard?	
Answer	Guidance
(grandfather's) special things/ (wrist) watches/ a box	Award 1 mark for correct answer.

## English7NC22

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC22		1				1

### Question

2 Simon '*stealthily* opened the cupboard'.

What does 'stealthily' mean in this phrase?

Select **one** answer.

- A. quickly
- B. quietly
- C. questioningly

(1 mark)

**(Total marks 1)**

### Mark scheme

2 Simon '**stealthily** opened the cupboard'.

What does 'stealthily' mean in this phrase?

Select **one** answer.

- A. quickly
- B. quietly
- C. questioningly

Answer	Guidance
B. quietly	Award 1 mark for correct answer

### English7NC23

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC23	1					1

### Question

3 Why were the watches special to grandfather?

(1 marks)

**(Total mark 1)**

### Mark scheme

3 Why were the watches special to grandfather?

Answer	Guidance
(he has collected them from) different countries he had visited	Award 1 mark for correct answer

## English7NC24

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC24	1					1

### Question

4 How was the watch glass broken?

(1 mark)

**(Total mark 1 )**

### Mark scheme

4 How was the watch glass broken?	
Answer	Guidance
Simon dropped the watch/ box of watches.	Award 1 mark for correct answer

## English7NC25

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC25		1				1

### Question

5 Find and copy an expression that shows that Simon could not sleep.

(1 mark)

**(Total mark 1)**

### Mark scheme

5 Find and copy an expression that shows that Simon could not sleep.	
Answer	Guidance
tossed and turned	Award 1 mark for correct answer

**English7NC26**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC26	2					2

**Question**

- 6 Why can't Simon can't sleep peacefully?  
 Select **two** answers.
- A. because he went to bed too early.
  - B. because he may be afraid of his grandfather.
  - C. because he wants to look at the watches again.
  - D. because he is thinking about the cupboard.
  - E. because he has done something wrong.

(2 marks)

**(Total marks 2)**

**Mark scheme**

6. Why can't Simon can't sleep peacefully?  Select <b>two</b> answers.  A. because he went to bed too early. B. because he may be afraid of his grandfather. C. because he wants to look at the watches again. D. because he is thinking about the cupboard. E. because he has done something wrong.	
Answer	Guidance
B. because he may be afraid of his grandfather. E. because he has done something wrong.	Award 1 mark for each correct answer to a maximum of two marks.

## English7NC27

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC27a	1					1
English7NC27b	1					1
English7NC27c	1					1

### Question

7 Find and copy one word to answer each question below.

7 (a) How did Simon feel about telling his grandfather the truth?  
(1 mark)

7 (b) How did Grandfather first feel about his watch being broken?  
(1 mark)

7 (c) What did he think of Simon?  
(1 mark)

**Total 3 marks**

### Mark scheme

7 (a) How did Simon feel about telling his grandfather the truth?	
Answer	Guidance
Scared	Award 1 mark for correct answer.
7 (b) How did Grandfather first feel about his watch being broken?	
Answer	Guidance
Angry	Award 1 mark for correct answer
7 (c) What did he think of Simon?	
Answer	Guidance
Brave	Award 1 mark for correct answer

**English7NC28**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC28		2				2

**Question**

8 What did Simon mean when he said *'I was scared at first but I could not live with a lie'*?

- A. Telling the truth was more important than being afraid.
- B. Simon continued to be dishonest to his grandfather.
- C. Telling a lie could help Simon with his problem.
- D. Living with Grandfather was difficult.
- E. Simon needed to be honest with Grandfather.

(2 marks)

**(Total marks 2)**

**Mark scheme**

8. What did Simon mean when he said <i>'I was scared at first but I could not live with a lie'</i> ?	
<ul style="list-style-type: none"> <li>A. Telling the truth was more important than being afraid.</li> <li>B. Simon continued to be dishonest to his grandfather.</li> <li>C. Telling a lie could help Simon with his problem.</li> <li>D. Living with Grandfather was difficult.</li> <li>E. Simon needed to be honest with Grandfather.</li> </ul>	
Answer	Guidance
A. Telling the truth was more important than being afraid.  E. Simon needed to be honest with Grandfather.	Award two marks for two correct answers.

## English7NC29a

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC29a	1					1

### Question

9 (a) Do you like Simon? Yes or No.

Give **one** reason for your opinion, including information from the text.

(1 mark)

**(Total mark 1)**

### Mark scheme

9 (a) Do you like Simon? Yes or No Give <b>one</b> reason for your opinion, including information from the text.	
Answer	Guidance
Yes: Simon tells his grandfather the truth. Simon makes a mistake, but takes responsibility for it. No: Simon should not have taken his grandfather's things.	Award 1 mark for correct answer Accept relevant answers that are grounded in the text.

**English7NC29b**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7NC29b	1					1

**Question**

9 (b) .

Do you like Grandfather? Yes or No.

Give **one** reason for your opinion, including information from the text.

(1 mark)

**(Total mark 1)**

**Mark scheme**

9 (b) Do you like Grandfather? Yes or No	
Give <b>one</b> reason for your opinion, including information from the text.	
Answer	Guidance
<p>Yes</p> <p>Grandfather is sympathetic/ understanding to Simon.</p> <p>Grandfather is calm and reasonable.</p>	<p>Award 1 mark for correct answer</p> <p>Accept relevant answers that are grounded in the text.</p>
<p>No</p> <p>Grandfather was angry at first.</p> <p>Grandfather should have punished Simon.</p>	



## English7SV4

This assessment item is designed to assess the end of class assessments for CBSE schools.

Subject	Class	Question reference / Filename	Content of source description
English	7	English7SV4	"Surely You're Joking, Mr. Feynman!" By Richard P. Feynman

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English7SV41a	1				1
English7SV41b	1				1
English7SV42a		1			1
English7SV42b		2			2
English7SV43			5	5	10
<b>Total marks</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>15</b>

### Item purpose

*This item assesses: question 5(a) and (b) assesses the explicit understanding of the text. Question 6(a) and (b) assesses the implicit understanding from the text. Question no. 7 assesses the learner's ability to understand the author's use of language. It also seeks to assess their originality and creativity.*

Source(s)

5  10  15  20	<p><b>Text B</b></p> <p><b>“Surely You’re Joking, Mr. Feynman!”</b></p> <p>In the Graduate College dining room at Princeton everybody used to sit with his own group. I sat with the physicists, but after a bit I thought: It would be nice to see what the rest of the world is doing, so I’ll sit for a week or two in each of the other groups.</p> <p>When I sat with the philosophers, I listened to them discuss very seriously a book called <i>Process and Reality</i> by Whitehead. They were using words in a funny way, and I couldn’t quite understand what they were saying. Now I didn’t want to interrupt them in their own conversation and keep asking them to explain something, and on the few occasions that I did, they’d try to explain it to me, but I still didn’t get it. Finally, they invited me to come to their seminar.</p> <p>They had a seminar that was like a class. It had been meeting once a week to discuss a new chapter out of <i>Process and Reality</i> some guy would give a report on it and then there would be a discussion. I went to this seminar promising myself to keep my mouth shut, reminding myself that I didn’t know anything about the subject, and I was going there just to watch.</p> <p>What happened there was typical so typical that it was unbelievable, but true.</p> <p>First of all, I sat there without saying anything, which is almost unbelievable, but also true. A student gave a report on the chapter to be studied that week. In it Whitehead kept using the words "essential object" in a particular technical way that presumably he had defined, but that I didn’t understand.</p> <p>The professor leading the seminar said something meant to clarify things and drew something that looked like lightning bolts on the blackboard. "Mr. Feynman," he said, "would you say an electron is an ‘essential object’?"</p> <p>Well, now I was in trouble. I admitted that I hadn’t read the book, so I had no idea of what Whitehead meant by the phrase; I had only come to watch.</p> <p style="text-align: right;">345 words</p>
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Source Information :

Excerpt from the book, “Surely You’re Joking, Mr. Feynman!” which is an edited collection of reminiscences by the Nobel Prize winning physicist Richard P. Feynman

**English7SV41a**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV41a	1					1

**Question**

1(a) Why did Feynman not want to sit with his own group always?

- A. Group members were not enterprising.
- B. He felt isolated in his own group.
- C. He was inquisitive about other groups.
- D. Other groups were more interesting.

(1 mark)

**(Total mark 1)**

**Mark scheme**

1 (a) Why did Feynman not want to sit with his own group always? A. Group members were not enterprising. B. He felt isolated in his own group. C. He was Inquisitive about other groups. D. Other groups were more interesting.	
Answer	Guidance
C. He was Inquisitive about other groups	AO1 – 1 mark <ul style="list-style-type: none"> <li>• Full mark for correct answer.</li> <li>• No mark for incorrect answer</li> </ul>

## English7SV41b

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV41b	1					1

### Question

1(b) How were the philosophers discussing the book 'Process and Reality'?

- A. Cautiously
- B. Earnestly
- C. Excitedly
- D. Nonchalantly

(1 mark)

**(Total mark 1)**

### Mark scheme

1 (b) How were the philosophers discussing the book 'Process and Reality'?	
A. Cautiously B. Earnestly C. Excitedly D. Nonchalantly	
Answer	Guidance
B. Earnestly	AO1 – 1 mark <ul style="list-style-type: none"><li>• Full mark for correct answer.</li><li>• No mark for incorrect answer.</li></ul>

## English7SV42a

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV42a		1				1

### Question

2 (a) Why did Feynman say that the philosophers ‘were using words in a funny way’?

(1 mark)

**(Total mark 1)**

### Mark scheme

2 (a) Why did Feynman say that the philosophers ‘were using words in a funny way’?	
Answer	Guidance
Feynman said that the philosophers were using words in a funny way because he found it difficult to understand the content. The word funny (here) has no connotation to being humorous.	AO2 - 1 mark <ul style="list-style-type: none"> <li>• Full mark for correct answer.</li> <li>• No mark for incorrect answer.</li> <li>• No mark deducted for grammatical errors.</li> </ul>

## English7SV42b

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV42b		2				2

### Question

2 (b) Which trait of the philosophers is highlighted, while answering Feynman’s queries? Give **one** piece of evidence to prove it.

(2 marks)

**(Total marks 2)**

## Mark scheme

2 (b) Which trait of the philosophers is highlighted, while answering Feynman’s queries? Give <b>one</b> piece of evidence to prove it.	
Answer	Guidance
The philosophers displayed patience while answering Feynman’s queries.  As the discussion on the book ‘Process and Reality’ was going on, Feynman did ask questions on a few occasions. The philosophers tried to answer his questions without any hesitation.	AO2 – 2 marks  <ul style="list-style-type: none"> <li>• Full marks if 2 points are mentioned.</li> <li>• 1 mark if only 1 point is mentioned.</li> <li>• No mark for incorrect answer.</li> <li>• Mark shall not be deducted for grammatical errors.</li> </ul>

## English7SV43

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV43			5	5		10

## Question

3 Richard Feynman went to the seminar with a preset notion.

Analyse the turn of events based on your understanding

(10 marks)

**(Total marks 10)**

## Mark scheme

### Level of response

3 Richard Feynman went to the seminar with a preset notion. Analyse the turn of events based on your understanding supported by textual reference.  AO3- 5 marks, AO4- 5 marks
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The descriptors relate to AO3 (the first bullet) and AO4 (the second bullet). The AOs are evenly weighted, and responses marked holistically using the levels descriptors.

Level	Descriptors	Mark
5	<ul style="list-style-type: none"> <li>• A sustained critical analysis of the ways in which the writer achieves her effects</li> <li>• A sustained, convincing personal response to the task</li> </ul>	9-10
4	<ul style="list-style-type: none"> <li>• A well-developed and clear analysis of the ways in which the writer achieves her effects</li> <li>• Clear, well-developed personal response to the task</li> </ul>	7-8
3	<ul style="list-style-type: none"> <li>• A generally reasonably developed explanation of some effects</li> <li>• Reasonably competent personal response to the task</li> </ul>	5-6
2	<ul style="list-style-type: none"> <li>• Some straightforward comment on some features of the writing</li> <li>• Some evidence of a personal response, under-developed</li> </ul>	3-4
1	<ul style="list-style-type: none"> <li>• Limited evidence of a critical awareness</li> <li>• Limited awareness of the task</li> </ul>	1-2
0	Nothing to reward	0

## Indicative content

### AO3

- Richard had queries related to the book 'Process and reality' which the philosophers tried to answer. They invited him to attend their seminar.
- Richard knew the seminar was just like a class.
- Once a week the philosophers were meeting to discuss a new chapter of 'Process and Reality'.
- One of the students would give a report on a particular chapter and this was followed by discussion.
- Richard went to the seminar with a preset notion that the proceedings were going to be the same.
- He had also decided to be a passive attendee since he did not know much about the subject.
- Feynman has been outright in his writing style, revealing his true emotions at that time.

### AO4

- Richard observed that the turn of events had taken place exactly the way he had predicted.

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- Firstly, in the seminar a student gave a report on one of the chapters of the book “process and Reality”.
  - The author had used the words ‘essential object’ in a technical way and Richard found it difficult to understand.
  - Typical thing had happened in the previous meeting and he thought it to be unbelievable that a similar pattern had been repeated. Yet, it was true.
  - Secondly, Richard sat at the seminar without asking anything. This was against his true nature, so he found his own behaviour unbelievable.
  - Finally, a question was posed to Richard and he was honest enough to admit that he had not read the book. He had come only to watch the seminar.
  - Thus, at times we think about a probable situation in advance and we tend to change our normal behaviour to fit in the situation.
  - Richard would have asked many questions but he was lost in the seminar because he had no clarity about the contents in the book.
  - When asked a question he was truthful that he did not understand anything because he had not read the book.
  - He had not anticipated being asked a question. This was the only thing that went against his preset notion about the seminar.



## English7SV5

This assessment item is designed to assess the end of class assessments for CBSE schools.

Subject	Class	Question reference/File name	Set text
English	7	English7SV5	On killing a tree

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English7SV51a	1				1
English7SV51b	2				2
English7SV52		2			2
English7SV53			10		10
<b>Total marks</b>	<b>3</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>15</b>

### Item purpose

Question 1(a) and 1(b) assesses the learner's ability to gauge the explicit meanings.

Question 2 assesses the understanding of implicit meanings. Question 3 assesses the ability to comment on the effect of writer's use of language and structure

### Source(s)

	<p><b>On Killing a Tree</b></p> <p><b>By Gieve Patel</b></p> <p>It takes much time to kill a tree, Not a simple jab of the knife Will do it. It has grown Slowly consuming the earth, Rising out of it, feeding Upon its crust, absorbing Years of sunlight, air, water, And out of its leperous hide Sprouting leaves.</p> <p>5</p> <p>10</p> <p>15</p> <p>So hack and chop But this alone won't do it. Not so much pain will do it. The bleeding bark will heal And from close to the ground Will rise curled green twigs, Miniature boughs</p>
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	Which if unchecked will expand again To former size.
20	No, The root is to be pulled out - Out of the anchoring earth; It is to be roped, tied, And pulled out - snapped out
25	Or pulled out entirely, Out from the earth-cave, And the strength of the tree exposed, The source, white and wet, The most sensitive, hidden For years inside the earth.
30	
35	Then the matter Of scorching and choking In sun and air, Browning, hardening, Twisting, withering, And then it is done.

**English7SV51a**

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV51a	1					1

**Question**

1(a) How does the tree remain fixed?

- A. By absorbing sunlight.
- B. By absorbing air.
- C. It is rooted in the soil
- D. The branches support it

(1 mark)

**(Total mark 1)**

## Mark scheme

1 (a) How does the tree remain fixed? A. By absorbing sunlight B. By absorbing air C. It is rooted in the soil. D. The branches support it.	
Answer	Guidance
C. It is rooted in the soil.	The obvious answer is option C.-It is rooted in the soil.  It is relevant to AO1.  <ul style="list-style-type: none"> <li>• 1 mark for correct answer.</li> <li>• No mark for incorrect answer.</li> </ul>

## English7SV51b

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV51b	2					2

## Question

1(b) What are the methods used by man initially to cut the tree? How do you know man is not successful in his attempt?

(2 marks)

**(Total marks 2)**

## Mark scheme

1 (b) What are the methods used by man initially to cut the tree? How do you know man is not successful in his attempt?	
Answer	Guidance
Man tries to hack and chop the tree. The tree is not destroyed. 1 mark  It induces pain in the tree and the bark oozes out sap. Yet, it heals soon and new twigs, leaves and boughs grow close to the ground.	The answer is explicit and relates to AO1. There are two key points-2 marks  <ul style="list-style-type: none"> <li>• 2 marks if both the points are there and written without grammatical error.</li> <li>• 1 mark will be awarded if only one point is there.</li> </ul>

Thus, the tree does not perish and man is not successful in his attempt.	<ul style="list-style-type: none"> <li>1 mark will be awarded if the answer is correct but the sentence construction is erroneous.</li> </ul>
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## English7SV52

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV52		2				1

## Question

2 Paraphrase the line 'And out of its leprous hide sprouting leaves'.

(2 marks)

**(Total marks 2)**

## Mark scheme

2 Paraphrase the line 'And out of its leprous hide sprouting leaves'.	
Answer	Guidance
<p>The parched, uneven texture and colour on the surface of a tree has been compared to the skin of a person suffering from leprosy. Thus, Leprous hide is a metaphor.</p> <p>The leaves sprout out of the trunk when the tree receives sunlight, water and air. It signifies growth/regeneration.</p>	<p>Metaphor is a poetic device that makes comparison between two unrelated things. The answer shows understanding of implicit meanings.</p> <p>There are 2 points related to AO2.</p> <ul style="list-style-type: none"> <li>2 marks awarded if the answer consists of both the points.</li> <li>1 mark will be awarded if only one point is mentioned.</li> <li>1 mark be awarded if the answer is correct but there are grammatical errors.</li> </ul>

## English7SV53

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Content reference from the learning ladder	Marks
English7SV53			10			10

### Question

- 3 How does the poet portray the strength of a tree in the poem “On Killing a Tree”?

(10 marks)

**(Total marks 10)**

### Mark scheme

#### Level of response

3 How does the poet portray the strength of a tree in the poem “On Killing a Tree”?

Mark scheme – AO3

#### Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

#### Levels descriptors

Level	Descriptors	Mark
5	<ul style="list-style-type: none"><li>• A perceptive analysis of language and structure in conveying the writer’s ideas</li><li>• Well-selected references used as an integral part of the analysis</li></ul>	9-10
4	<ul style="list-style-type: none"><li>• A clear analysis of language and structure in conveying the writer’s ideas</li><li>• A wide range of references used to support the analysis</li></ul>	7-8
3	<ul style="list-style-type: none"><li>• A generally clear explanation of language and structure in conveying the writer’s ideas</li><li>• Use of textual references to support explanation</li></ul>	5-6

2	<ul style="list-style-type: none"> <li>• Some straightforward comment on language and/or structure features that show the writer's ideas</li> <li>• Some use of textual detail, beginning to support comments</li> </ul>	3-4
1	<ul style="list-style-type: none"> <li>• Limited evidence of a critical awareness</li> <li>• Limited use of textual detail</li> </ul>	1-2
0	Nothing to reward	0

### Indicative content

Students **may** comment on the following:

Language points:

- The poet has been ironic by giving the title to the poem -'On killing a tree'. He wants to create awareness in our minds that trees are living beings just like us and we should not destroy it.
- The trees take time to grow and become strong. They absorb sunlight, air, water and in the process become deep rooted.
- Hacking and chopping causes pain to the tree. The poet has used alliteration 'bleeding bark' to explain the pain which the tree undergoes.
- 'Bleeding bark' is also a metaphor. When the bark is cut, sap oozes out of it and this has been compared to the bleeding from a wound in a human's body.
- The tree is resilient, heals soon and new branches start growing again. The poet says 'if unchecked will expand again'.
- This shows the regenerative powers of the tree. To kill a tree completely one needs to pull out its roots off the ground.
- The poet says the tree is 'anchoring earth'-used as a metaphor. The roots of the tree are embedded in the earth like an anchor in the sea is laid and requires great strength to pull it out.
- Once the source- roots are exposed it appears 'white and wet'.
- When the roots are exposed, they start 'scorching and choking, browning, hardening and withering'. The poet uses these words to show how a strength of a tree is destroyed.
- The poet conveys a strong message that human beings are callous and destroy trees for urbanisation and industrialisation but it cannot be destroyed easily.
- The trees remain sturdy and strong taking in all kinds of attacks in their stride, refusing to die.
- The tree teaches us that mere physical assaults cannot ruin it. As long as its roots are intact it will flourish again.

Structure points:

- The poem consists of 35 lines.
- It is divided into 4 stanzas.
- The poem does not have a rhyme scheme. Thus, it is in free verse.
- It is written in stanzas of irregular length.
- Enjambment means moving from one line to another without a punctuation or end mark.
- Enjambment is used in lines 1 to 9, 10, 13, 14, 16, 18, 22, 2, 27, 30 and 31.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the author achieves the effects

## English7SV6

This assessment item is designed to assess the end of class assessments for CBSE schools.

Subject	Class	Question reference/File name	Set text
English	7	English7SV6	Text B - Reach for the top

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English7SV6	2	3		10	15
<b>Total marks</b>	<b>2</b>	<b>3</b>		<b>10</b>	<b>15</b>

### Item purpose

*This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.*

**Source:**

	<p><b>Text B- Reach for the Top</b></p> <p>5 The only woman in the world who has scaled Mt Everest twice was born in a society where the birth of a son was regarded as a blessing, and a daughter, though not considered a curse, was not generally welcome. When her mother was expecting Santosh, a travelling 'holy man', giving her his blessing, assumed that she wanted a son. But, to everyone's surprise, the unborn child's grandmother, who was standing close by, told him that they did not want a son. The 'holy man' was also surprised! Nevertheless, he gave the requested blessing ... and as destiny would have it, the blessing seemed to work. Santosh was born the sixth child in a family with five sons, a sister to five brothers. She was born in the small village of Joniyawas of Rewari District in Haryana.</p> <p>10</p> <p>15 The girl was given the name 'Santosh', which means contentment. But Santosh was not always content with her place in a traditional way of life. She began living life on her own terms from the start. Where other girls wore traditional Indian dresses, Santosh preferred shorts. Looking back, she says now, "From the very beginning I was quite determined that if I chose a correct and a rational path, the others around me had to change, not me."</p> <p>20 Santosh's parents were affluent landowners who could afford to send their children to the best schools, even to the country's capital, New Delhi, which was quite close by. But, in line with the prevailing custom in the family, Santosh had to make do with the local village school. So, she decided to fight the system in her own quiet way when the right moment arrived. And the right moment came when she turned sixteen. At sixteen, most of the girls in her village used to get married. Santosh was also under pressure from her parents to do the same.</p>
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Source Information:

From Class 9 text book: Beehive



## Question

- 1 This extract is from a biography of Santosh Yadav. It is taken from the Reach for the Top unit of the *Beehive* text book.
- Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how the writer shows admiration for Santosh.

In your answer, you should:

- describe how she defies traditional norms
  - explain what the writer admires about her
- comment on the details the writer presents her experiences and beliefs.

(15 marks)

**(Total marks 15)**

## Mark scheme

### Level of response

This extract is from a biography of Santosh Yadav. It is taken from the Reach for the Top unit of the *Beehive* text book.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how the writer shows admiration for Santosh.

In your answer, you should:

- describe how she defies traditional norms
- explain what the writer admires about her
- comment on the details the writer presents her experiences and beliefs.

## Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks).

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks). The student's response must address the question to be awarded marks.

Do not take into account errors of spelling and punctuation. This is an assessment of Literature.

Level	Descriptors	Mark
5	<ul style="list-style-type: none"><li>• A sustained convincing personal response to the task</li><li>• Much well-selected supporting reference</li><li>• Comprehensive understanding of the text and layers of meaning</li></ul>	13-15
4	<ul style="list-style-type: none"><li>• Clear, well-developed personal response to the task</li><li>• A wide range of supporting references</li><li>• Clear understanding of the text and its deeper implications</li></ul>	10-12
3	<ul style="list-style-type: none"><li>• Reasonably competent personal response</li><li>• Use of supporting textual references</li><li>• Understanding of some key ideas</li></ul>	7-9
2	<ul style="list-style-type: none"><li>• Some evidence of a personal response, under-developed</li><li>• Some use of textual detail</li><li>• Some grasp of key ideas</li></ul>	4-6
1	<ul style="list-style-type: none"><li>• Limited evidence of a personal response</li><li>• Limited use of the text for support</li><li>• Limited evidence of understanding</li></ul>	1-3
0	Nothing to reward.	0

## Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- Examples of how she defies traditional norms: wearing shorts, not dresses
- Her preference for education rather than marriage at sixteen
- Her mental toughness
- Her rational approach
- Her stay at Kasturba Hotel – a turning point in her life
- Determination to pursue climbing
- The only woman to have scaled the Everest twice to niche her name in the annals of mountaineering
- Her stance against gender discrimination.