

Competency Focused Practice Questions

English | Grade 10



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

Preface

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

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

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

Process of creating competency-based items

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

Each item has been reviewed twice by the experts, to check for appropriateness of the item, validity of the item, conceptual correctness, language accuracy and other nuances. The process is designed to increase the quality of each question.

How can these item booklets be used?

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

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

Students can also use this document to understand different kinds of questions and practice specific concepts and competencies.

Please write back to us if there is any feedback.

Team CBSE

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Section 1 - Grammar

Q: 1

Choose an appropriate answer to complete the conversation given below.

Kartika: How old are you?

Ron: I am turning twenty in the coming week.

Kartika: For how many years have you been playing the guitar?

Ron: _____

- 1** Next week, when I turn twenty, I have played the guitar for twelve years.
- 2** Next week, when I turn twenty, I am going to play the guitar for twelve years.
- 3** Next week, when I turn twenty, I will have been playing the guitar for twelve years.
- 4** Next week, when I turn twenty, I was going to be playing the guitar for twelve years.

Q: 2 In which of these sentences is the action expected to happen before a particular time in the future?

- 1** I will visit Aunt Rose and Cousin Sebastian in Paris this weekend.
- 2** My parents as well as my brother will have arrived at the venue by 7pm.
- 3** We suggest that you take the shorter route to the hospital to reach earlier.
- 4** They would have to take the train if they do not reach the airport by 10pm.

Q: 3 Choose the option that completes the sentence below correctly.

I just heard the journalist report that several highways in Uttarakhand _____ blocked due to landslides as incessant rain batters the hill state.

- 1** had been
- 2** have been
- 3** were being
- 4** will have been

Q: 4

Choose the correct option to complete the given dialogue.

Pintu:

Why do you look so stressed? Is everything alright? **Mithu:**

No! I just got some bad news. _____.

- 1** Aditya is in a car accident.
- 2** Aditya has been in a car accident.
- 3** Aditya had been in a car accident.
- 4** Aditya will have been in a car accident.

Q: 5 Complete the following sentences with the appropriate verbs.

The crew _____ work at the crack of dawn. Each of its members _____ for three hours before taking a break.

- 1** begin, work
- 2** begins, work
- 3** begin, works
- 4** begins, works

Q: 6 Which underlined phrase indicates that the subject will complete the action in the very near future?

- 1** Arvind will train for his tournament today.
- 2** Jay will be playing the piano at my wedding today.
- 3** Rehana will have reached the office by the time you get here.
- 4** Carol will be completing her exam preparations sometime this week.

Q: 7 Choose the option that best completes the given conversation correctly.

Ann: You are panting heavily. You _____ be exhausted!

Sofia: When I was in college, I _____ run everyday.

Ann: You _____ resume exercise. It will make you more fit.

1 could, would, might

2 must, would, should

3 must, ought to, would

4 might, ought to, should

Q: 8 Choose the option that correctly completes the sentence below.

She is highly creative and likes to work at her own pace. I doubt whether she _____ cope with the stress of a corporate job.

1 could have to

2 will be able to

3 may not have to

4 must not be able to

Q: 9 Choose the correct option below to meaningfully complete the conversation.

Sanith: I _____ get tickets for the football match last week.

Sanil: You _____ told me. I had extra tickets since my sisters backed out at the last minute.

1 did not, need to have

2 might not, could have

3 could not, should have

4 would not, ought to have

Q: 10 Raju makes the following statement:

If you are very hungry, you will eat a lot of food.

If Raju is not completely sure about his statement, he will change it to: _____

1 If you are very hungry, you had better eat a lot of food.

2 If you are very hungry, you should eat a lot of food.

3 If you are very hungry, you will not eat a lot of food.

4 If you are very hungry, you might eat a lot of food.

Q: 11 Which sentence shows that Edward is able to finish a painting in two days?

1 Edward can finish a painting in two days.

2 Edward may finish a painting in two days.

3 Edward has to finish a painting in two days.

4 Edward ought to finish a painting in two days.

Q: 12 The sentence below has been divided into three parts.

The President of Italy, accompanied by his cabinet members, is expected to arrive at the embassy by 5 pm.

- A. The President of Italy,
- B. accompanied by his cabinet members,
- C. is expected to arrive at the embassy by 5 pm.

Which of these options, when replaced with part B, will change the verb form in part C?

- | | |
|---|--|
| 1 in addition to his cabinet members | 2 together with his cabinet members |
| 3 as well as his cabinet members | 4 and his cabinet members |

Q: 13 *How many shops in this lane are open during the night?*

Choose the option that BEST serves as a reply to the question above.

- 1** Only one of the shops are open during the night.
- 2** Only one of the shops is open during the night.
- 3** Neither of the shops are open during the night.
- 4** A number of shops is open during the night.

Q: 14 Which of these sentences is grammatically INCORRECT?

- 1** Shawn, as well as his friends, are studying for the test.
- 2** Neither the employees nor the manager was at the meeting.
- 3** The captain or the club members note down special requests every week.
- 4** Each of the employees, who attended the talk, was fine with the session being recorded.

Q: 15 Choose the correct option to complete the passage given below.

With a government always wanting more financial help, in season and out of season, with the reduced value of the currency and with enemies on _____ side, the position of the directors of the bank was no enviable one. It was only by great energy, united effort, and perseverance that they _____ able to keep their heads above water and struggle on until at last, they found themselves on safer and firmer ground.

- | | | | |
|-------------------|-------------------|--------------------|----------------------|
| 1 all; was | 2 some; is | 3 each; are | 4 every; were |
|-------------------|-------------------|--------------------|----------------------|

Q: 16 The sentence below has been divided into five sections. Which of these sections contain errors?

(1) Although the sting of certain scorpions (2) are rarely dangerous , (3) they cause swelling (4) and pose health risks to infants, (5) who are vulnerable to its venom.

- | | |
|---|---|
| 1 only sections (2) and (3) | 2 only sections (3) and (5) |
| 3 only sections (2), (3) and (4) | 4 only sections (2), (4) and (5) |

Q: 17 Read the following instruction for a Language exam. Identify the number of errors in the instruction below.

The sentences given below lists rules of grammar incorrectly. One out of every four sentences are designed to test basic grammatical rules while the other three sentences are created to test higher concepts.

1 one

2 two

3 three

4 four

Q: 18 Options 1, 2, 3 and 4 below together form a paragraph. There is a grammatical MISTAKE in one part of the paragraph.

Identify the option with the MISTAKE.

- 1** Neither Jeff nor Martin were paying attention when the outer lock swung open and a
2 grey, space-suited figure raced for protection under the shed. It was a dash of no more
3 than five seconds' duration, but to Jeff and Martin it seemed like their father took an
4 eternity to reach safety. Engulfed by fear and excitement, they ran to him.

REPORTED SPEECH

Q: 19 Read the conversation below and choose the option that best presents the designer's words to Rachel.

*Ross: Hey, Rachel! What did the interior designer say about the new design?
Rachel: The designer informed me that he would have the design ready by the following week.*

- 1** The designer said, "I will have the design ready by next week."
2 The designer said, "I would have had the design ready by next week."
3 The designer said, "I would have the design ready by the following week."
4 The designer said, "I will be having the design ready by the following week."

DETERMINERS

Q: 20 *The cash prize will be awarded to _____ student who scores the highest in English across all sections.*

Choose the option that completes the sentence above correctly. (Here, 'X' signifies 'no determiner needed'.)

1 a

2 X

3 the

4 this

PASSIVE VOICE

Q: 21 Which of these does NOT use passive voice?

- 1** My peer assured me that he'd have my parcel delivered by evening.
2 Alex finished her shopping for the farewell party on Monday.
3 The place will be decorated in time before the guests arrive.
4 The town was flocked by visitors from far and wide.

Q: 22 The sentence given below is divided into five parts.

(i) The company (ii) has instructed (iii) the interns (iv) to watch an instructional video (v) on fire safety.

If converted to passive voice, which of these options can be used to begin the converted sentence?

- 1** only (i)
3 either (i) or (iii)

- 2** only (iii)
4 both (iv) and (v)

Q: 23 Read the following sentences carefully.

- A. The house was broken into last night.*
B. Some robbers broke into the house last night.

Which of these highlights the difference between the above sentences?

- 1** Only sentence B indicates where the action took place.
2 There is no difference between sentence A and sentence B.
3 Only sentence A lays emphasis on the action being carried out.
4 Only sentence B provides relevant information about the doer of the action.

CLAUSES

Q: 24 Which of these sentence(s) will become grammatically INCORRECT if we omit the underlined word?

- I. Elena accidentally broke the sandals which she borrowed from me.*
II. There's the lady who was found stranded on the street last evening.
III. That book that Walter gave me has some really interesting characters.
IV. The assistant that helped us with the admission procedure was really kind.

- 1** only I **2** only IV **3** only I and III **4** only II and IV

Q: 25 Given below is a dialogue between Mr Rose and Alexis. From which of these statements can we remove unnecessary preposition(s) without changing their meaning?

- Mr Rose: Hey Alexis, where's your brother at? Why hasn't he returned yet? (1)*
Alexis: He's probably outside practising some silly stunt on his bike. (2)
Mr Rose: Good God! Find him before he falls off of the bike and injures himself. (3)

- 1** only 1 and 2 **2** only 1 and 3 **3** only 2 and 3 **4** all 1, 2 and 3

PREPOSITIONS

Q: 26 The sentences given below may use some prepositions INCORRECTLY.

- A. In most districts, students start elementary school at the age of eleven. Research shows that they master their basics with this age.*
- B. Rashika has been practising Kathak since five years. She even practises at her free hours after work.*

Which of these is TRUE with respect to the number of errors in the above sentences?

- 1** The number of errors in A exceeds the number of errors in B.
- 2** The number of errors in B exceeds the number of errors in A.
- 3** A and B have an equal number of errors.
- 4** Only B has errors. A has no error.

Q: 27 *Wilson was reading the document very carefully this time yesterday.* [1]

Rewrite the given sentence to indicate that the action described will occur in the future and continue for an expected length of time.

Q: 28 The conversation given has two errors. Identify the INCORRECT phrases and rewrite them correctly. You need not rewrite the entire dialogue. [1]

Taylor: Why is everybody worried?

Selena: The news are pretty upsetting. Some wild animal has attacked Mrs Packletide's cattle that was grazing in the field.

Q: 29 Fill in the blanks to complete the sentences given below. Do not rewrite entire sentences. *The police _____ prepared a list of suspects for the robbery case. Each of the suspects _____ not allowed to leave the town until further notice.* [1]

Q: 30 Combine the phrases given below to form a passive sentence in the present continuous tense. [1]

investigate/for fraud/ t his organisation/ the government

Q: 31 Rewrite the given sentences by identifying and correcting the error. Underline the changed word in the sentence. [1]

1. Meera bought earrings for her mother, a ball for her brother and a new pair of shoes for her.

2. By showing us how to make baskets from bamboo, she has not only revived an old tradition but also showed us how to fend for herself.

Q: 32 Identify the type of phrase used in the underlined part below and make a sentence using the same type of phrase. [1]

Ray was determined to paint using the ancient fresco technique with natural dyes.

Q: 33 Given below is an excerpt from a newspaper article. There are two errors in the excerpt. Identify the phrases that need to be corrected and rewrite them correctly. Do not rewrite the entire sentence. [1]

To enable a greater number of COVID-19 tests and reduce the burden against laboratories, the Indian Council of Medical Research (ICMR) has recently approved a COVID-19 home testing kit that can be used by all adults at home. The test kit is called CoviSelf and is designed to give results over 15 minutes of taking the test.

Q: 34 Given below is an edited extract from *Love and Friendship* by Jane Austen. Complete the extract with appropriate prepositions. [2]

Aarti, the sister of Aditya was _____ 1 _____ a visit to our town when we arrived. I found her exactly what her Brother had described her to be – of the middle size. She received me _____ 2 _____ equal surprise as Philippa. There was insensitivity and lack of interest _____ 3 _____ her reception _____ 4 _____ me which was equally distressing and unexpected.

Q: 35 Complete the sentences given below with appropriate determiners. [2]

Raju said, "_____ 1 _____ book is mine, I don't know where yours is. Check if its there on _____ 2 _____ table by the window."

Q: 36 Rewrite these sentences into indirect or reported speech without changing their meaning. [2]

1. *"I want to be a motor mechanic," he repeats.*
2. *"Can a god-given lineage ever be broken?" she asks.*

Q: 37 Identify the tense in the underlined part of the given sentences. [2]

1. *We were shocked to find our house engulfed by the fire.*
2. *She had thought about the problem for a long time before attempting it.*

Q: 38 Rewrite the following sentences by changing their tense to the form given in brackets. [2]

1. *She has been feeling terrible and wants to apologise for her behaviour. (simple past tense)*
2. *They were working together on this project back in 2008. (past perfect tense)*

Q: 39 Rewrite these sentences using the tense that is appropriate for the given context. [2]

1. *I did the exercise hundreds of times before.*
2. *If he had shown some patience, I answered his question.*

Q: 40 The sentences given below describe two different events/actions/situations. Write them down in the order of their occurrence in the box given below. One sample has been done for you. [2]

1. *Benson was surprised that someone had sent him a postcard.*
2. *The heavy rains destroyed the crops that we had planted.*
3. *Dany could not buy cupcakes because he had forgotten his wallet.*
4. *Sam did not place order for dinner until after Selin had left.*
5. *Abigail and Sarah hadn't spoken before attending the summer camp.*

Occured First	Occured Later
1. someone sending a postcard	Benson being surprised
2.	
3.	
4.	
5.	

Q: 41 Fill in the blanks with the appropriate form of the verbs given in the brackets. [3]

When we found out that the Prussians _____ (ask) M. Hamel to leave the school, we were shattered. Despite his strict demeanour and harsh words, M. Hamel _____ (take) great efforts with our French. Nothing would be the same now. I wished we _____ (defeat) the Prussians in the war—the wretches!

Q: 42 Rewrite each sentence using the tense given in brackets. [3]

1. *Have you thought about the matter? (present continuous tense)*
2. *The doctor encourages his patients to exercise on a regular basis. (past continuous tense)*
3. *Does your leg hurt too much? (present continuous tense)*

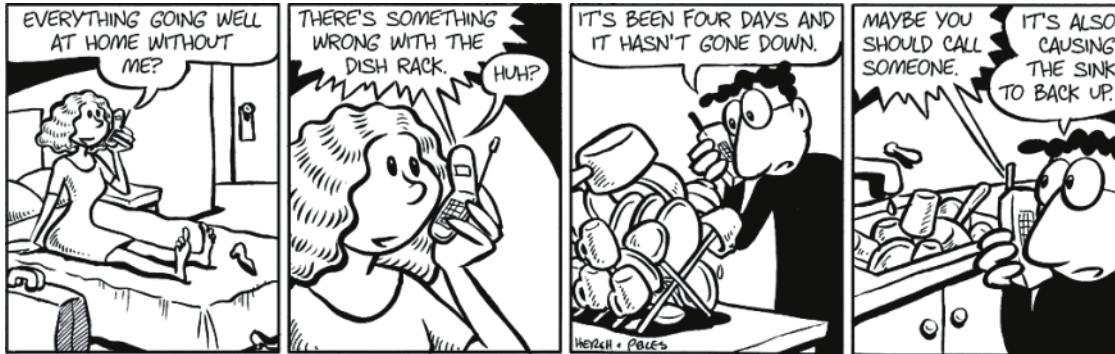
Q: 43 Each of the given sentences has an error. Rewrite the sentences by correcting the error and underlining the change. Sentence 0 has been done for you as an example. [3]

0. *I does my homework in the evening.*

Answer: I do my homework in the evening.

1. *A big group of people have arrived at the hotel today.*
2. *Why are everyone late for the most important event?*
3. *The unique features of a starfish makes it different from other sea creatures.*

Q: 44 Read the given comic strip. In the paragraphs below, there are numbered blanks. In your paper, write the serial number of each blank and the appropriate phrase to complete the text in INDIRECT SPEECH without any change in meaning. Do NOT copy the comic strip. [3]



Source (edited): 'Dishrack' -

https://commons.wikimedia.org/wiki/File:Hots_Dishrack.png

The wife called her husband from her hotel room. She _____ (i) _____.

The wife was _____ (ii) _____ there was something wrong with the dish rack. Her husband continued to say that it had been four days and it hadn't gone down. She _____ (iii) _____. He added that it was also causing the sink to back up.

Section 1 – Answer Key



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	3
2	2
3	2
4	2
5	4
6	3
7	2
8	2
9	3
10	4
11	1
12	4
13	2
14	1
15	4
16	3
17	2
18	1
19	1
20	3
21	2
22	2
23	4
24	4
25	2
26	2



Q.No	Teacher should award marks if students have done the following:	Marks
27	<u>Answer</u> : Wilson will be reading the document very carefully this time tomorrow.	1
28	Identifies the incorrect phrases and rewrites them correctly (the news is pretty/news is pretty; cattle that were/Mrs Packletide's cattle that were) <i>Accept any other valid answer.</i> Award 0.50 marks for each correct answer.	1
29	Fills in the blanks with the correct answers (Blank 1: have Blank 2: is) Award 0.50 marks for each correct answer.	1
30	This organisation is being investigated for fraud./This organisation is being investigated by the government for fraud./The government is being investigated by this organisation for fraud. <i>Accept any other valid answers.</i>	1
31	1. Meera bought earrings for her mother, a ball for her cousin and a new pair of shoes for <u>herself</u> .	0.5
	2. By showing us how to make baskets from bamboo, she has not only revived an old tradition but also showed us how to fend for <u>ourselves</u> .	0.5
32	Type of phrase: adverbial phrase	0.5
	Sample sentence: I will go to the market tomorrow/She sang with her heart and soul/any other valid answer.	0.5
33	Identifies the incorrect prepositional phrases (against laboratories, over 15 minutes)	0.5



Q.No	Teacher should award marks if students have done the following:	Marks
	<p>Writes the phrases using the correct prepositions</p> <p>(on laboratories, within 15 minutes/in under 15 minutes)</p> <p><i>Accept any other preposition that fits the phrase correctly.</i></p>	0.5
34	<p>1. on 2. with 3. in 4. of</p> <p><i>Award 0.50 marks for every correct answer</i></p>	2
35	1. This/any other valid answer	1
	2. that/the/any other valid answer	1
36	1. He repeated that he wants to be a motor mechanic.	1
	2. She asked if a god-given lineage could ever be broken.	1
37	1. simple past tense	1
	2. past perfect tense	1
38	1. She felt terrible and wanted to apologise for her behaviour.	1
	2. They had worked together on this project back in 2008.	1
39	1. I had done the exercise hundreds of times before./I have done the exercise hundreds of times before. (past perfect tense/present perfect tense)	1
	2. If he had shown some patience, I would have answered his question. (past perfect tense for if clause)	1
40	<p>2. planting of crops; heavy rains destroying the crops</p> <p>3. Dany forgetting his wallet; Dany not able to buy cupcakes</p> <p>4. Selin leaving; Sam placing order</p> <p>5. Abigail and Sarah attending the summer camp; Abigail and Sarah speaking to each other</p> <p>Accept any other valid form of describing events</p> <p><i>Award 0.50 marks for every correct answer</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
41	a. had asked (perfect past tense)	1
	b. had taken (perfect past tense)	1
	c. had defeated (perfect past tense)	1
42	1. Are you thinking about the matter?	1
	2. The doctor was encouraging his patients to exercise on a regular basis.	1
	3. Is your leg hurting too much?	1
43	1. A big group of people <u>has</u> arrived at the hotel today.	1
	2. Why <u>is</u> everyone late for the most important event?	1
	3. The unique features of a starfish <u>make</u> it different from other sea creatures.	1
44	(i) wanted to know if everything was alright at home without her/wanted to know whether everything was alright at home without her/enquired if everything was alright at home without her/enquired whether everything was alright at home without her/asked him if everything was alright at home without her/asked him whether everything was alright at home without her/any other valid answer	1
	(ii) confused when she heard her husband tell her that/confused to hear her husband tell her that/surprised when she heard her husband tell her that/surprised to hear her husband tell her that/taken aback when she heard her husband tell her that/taken aback to hear her husband tell her that/bewildered when she heard her husband tell her that/bewildered to hear her husband tell her that/surprised to hear that/taken aback to hear that/confused to hear that/bewildered to hear that/any other valid answer	1
	(iii) suggested that he should call someone/advised that he should call someone/proposed that he should call someone/any other valid answer	1

Section 2 - Writing

**FORMAL LETTER**

Refer to the context below and answer the questions that follow.

You are Nithin, residing in Thiruvananthapuram, Kerala. You have to write a letter to the editor of a national daily bringing attention to the problem of increased prices of vegetables, like onions and tomatoes. Due to this, many poor families are not able to cook nutritious food.

Q: 1 Which of these introductory lines has a tone that is suitable for Nithin's letter?

- 1 The issue of overpriced vegetables makes me angry.
- 2 I would like to highlight the issue of overpriced vegetables.
- 3 What did one onion say to another onion when a poor man bought them?
- 4 Does anyone even care about poor people not being able to afford basic necessities?

Q: 2 Select the most logical arrangement of the following points for Nithin's letter.

- (I) The government should regulate these prices in the market so everyone can afford them.
(II) Prices of the vegetables are as high as Rs. 40/kg for tomatoes and Rs. 90/kg for onions.
(III) I hope our readers who have power and influence are moved to do something about this issue.
(IV) The result of the price hike is that certain families have started showing nutritional deficiencies.

- 1 (I)-(II)-(III)-(IV)
- 2 (III)-(II)-(I)-(IV)
- 3 (II)-(III)-(I)-(IV)
- 4 (II)-(IV)-(I)-(III)

Q: 3 Complete the following sentence with the most suitable option.

The _____ malnutrition can be severe. People have lost their jobs _____ they took too many sick leaves.

- 1 reason for; as
- 2 result of; because
- 3 increase of; however
- 4 benefit from; even though

Q: 4 Nithin's letter has become too long. Which of the following pieces of information can he REMOVE with reference to the purpose of the letter?

- 1 a few lines detailing the consequences of poor nutrition
- 2 a paragraph tracing how the prices have increased over time
- 3 some sentences exploring possible solutions to regulate prices
- 4 a section explaining the economics behind the demand for vegetables

Refer to the given context and answer the questions that follow.

You are Soma, residing in Kolkata, West Bengal. The main road outside your residential area witnesses a lot of car accidents due to lack of traffic lights at intersections. You have to write a letter of complaint to the Municipal Commissioner regarding the issue.

Q: 5 Which question is NOT relevant for Soma to address in her letter?

- 1 Why is the area so accident-prone?
- 2 Which exact area witnesses a lot of accidents?
- 3 What can be done to reduce the number of accidents?
- 4 Which models of cars have been involved in the accidents?

Q: 6 Which of these lines would appear in the body of Soma's letter?

- 1 I sincerely hope that the hazard will be taken care of.
- 2 I counted about 13 accidents on this road just last month.
- 3 I want to highlight the issue of frequent accidents in our area.
- 4 I think the problem can be resolved easily with your assistance.

Q: 7 What is the tone and the purpose that Soma should follow for her letter?

- 1 an optimistic tone for the purpose of inspiring hope
- 2 a neutral tone for the purpose of describing a problem
- 3 an engaging tone for the purpose of entertaining her audience
- 4 an authoritative tone for the purpose of influencing her audience

Q: 8 Select the most suitable replacement for the underlined words in the given line to convey Soma's point meaningfully.

The safety of the residents is problematic .Traffic lights should be installed eagerly .

- | | |
|-----------------------------|----------------------------------|
| 1 on edge; instantly | 2 at stake; at the earliest |
| 3 of worry; in the meantime | 4 an understatement; for a while |

Q: 9 Identify the correction required in the following line from Soma's letter.

Moreover a group of residents has raised this issue before, the authorities have not taken action.

- | | |
|-------------------------------------|--------------------------------------|
| 1 change 'have' to 'has' | 2 change 'has' to 'have' |
| 3 change 'raised' to 'been raising' | 4 change 'Moreover' to 'Even though' |

Refer to the given context and answer the questions that follow.

You are Nausheen, a resident of Palwal Heights, Lucknow. You recently ordered a set of bedsheet and pillow covers from a retail shop near your house. However, the set is of a different colour and came with a missing pillow cover. You have to write a letter requesting for a replacement.

Q: 10 Which of these would be a relevant introductory line for Nausheen's letter?

- 1 I ordered a set for a queen size bed, not a king size bed.
- 2 I would like to bring people's attention to an important matter.
- 3 I am extremely disappointed that I have to write this letter to you today.
- 4 I recently received an incorrect order from your company with the following details.

Q: 11 Which of these aspects are important for Nausheen to include in her letter?

- (I) details on the material of the product
- (II) expiry date of the product
- (III) an assertive tone
- (IV) the order number
- (V) her home address

- 1 (I), (III) and (IV)
- 2 (I) and (III)
- 3 (II), (IV) and (V)
- 4 (IV) and (V)

Q: 12 Select the option that revises the line below from Nausheen's letter in a clear manner.

The right order replaced for the old one is being request by me from you and hope to hear back from you.

- 1 I request you to replace the older order with the right one. I hope to hear from you soon.
- 2 Kindly replace this order with another one that is correct please. I am hoping to hear from you soon.
- 3 I request that you please do a replacement of the older order as soon as possible. I should hear from you.
- 4 The order from you that was wrong, I hope, will be replaced by you for the right order and that it happens soon.

Q: 13 Choose the most appropriate ending for Nausheen's letter.

- 1 I request you to share details on the updated order and expected date of delivery.
- 2 I hope the authorities will take the action needed for the protection of our citizens.
- 3 I will be taking legal action against the company if there is no response.
- 4 I want to thank you again for resolving my issue efficiently.

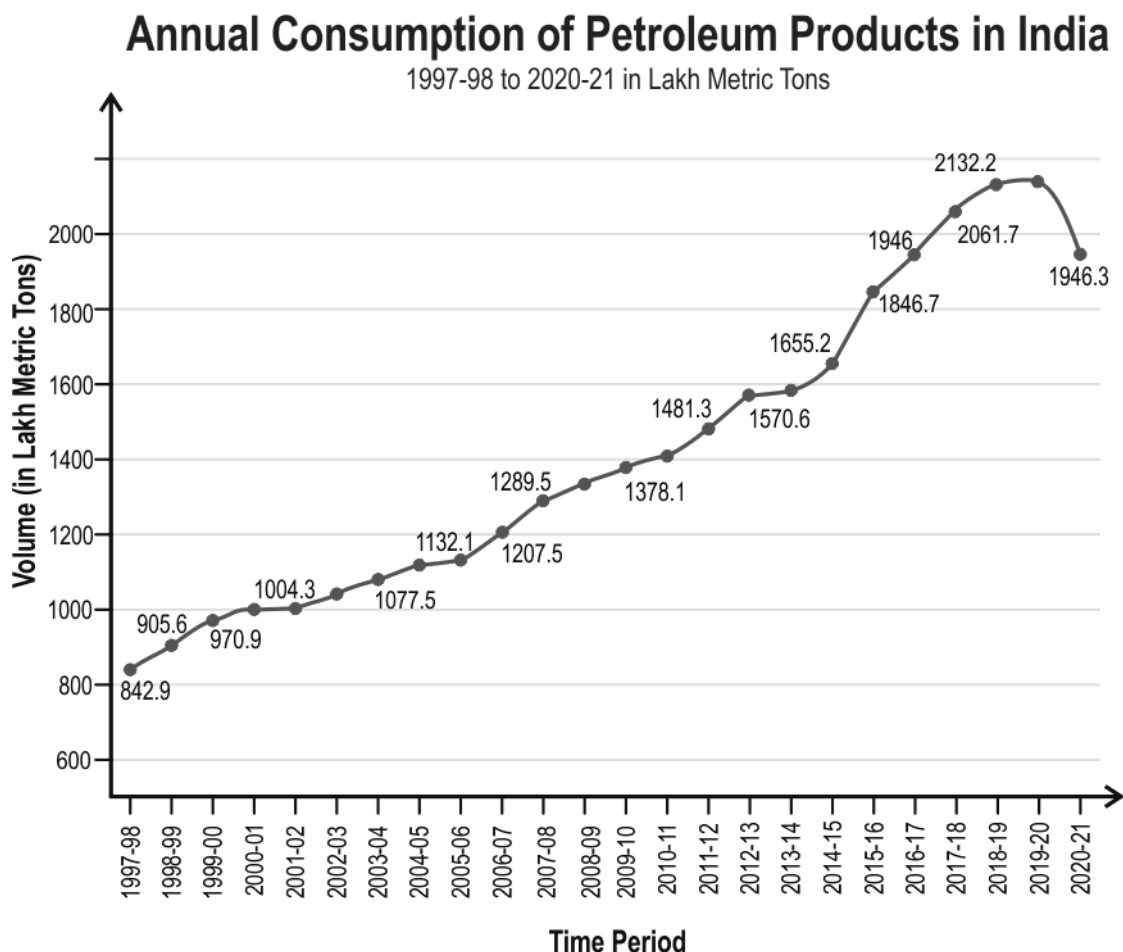
Q: 14 Select the option that completes Nausheen's description of the problem below.

The order warrants a replacement for two _____: the colour of the set does not match _____ and a pillow cover is missing.

- 1 problems; the bedsheet
- 2 reasons; what I ordered
- 3 requests; the colour green
- 4 features; my expectations

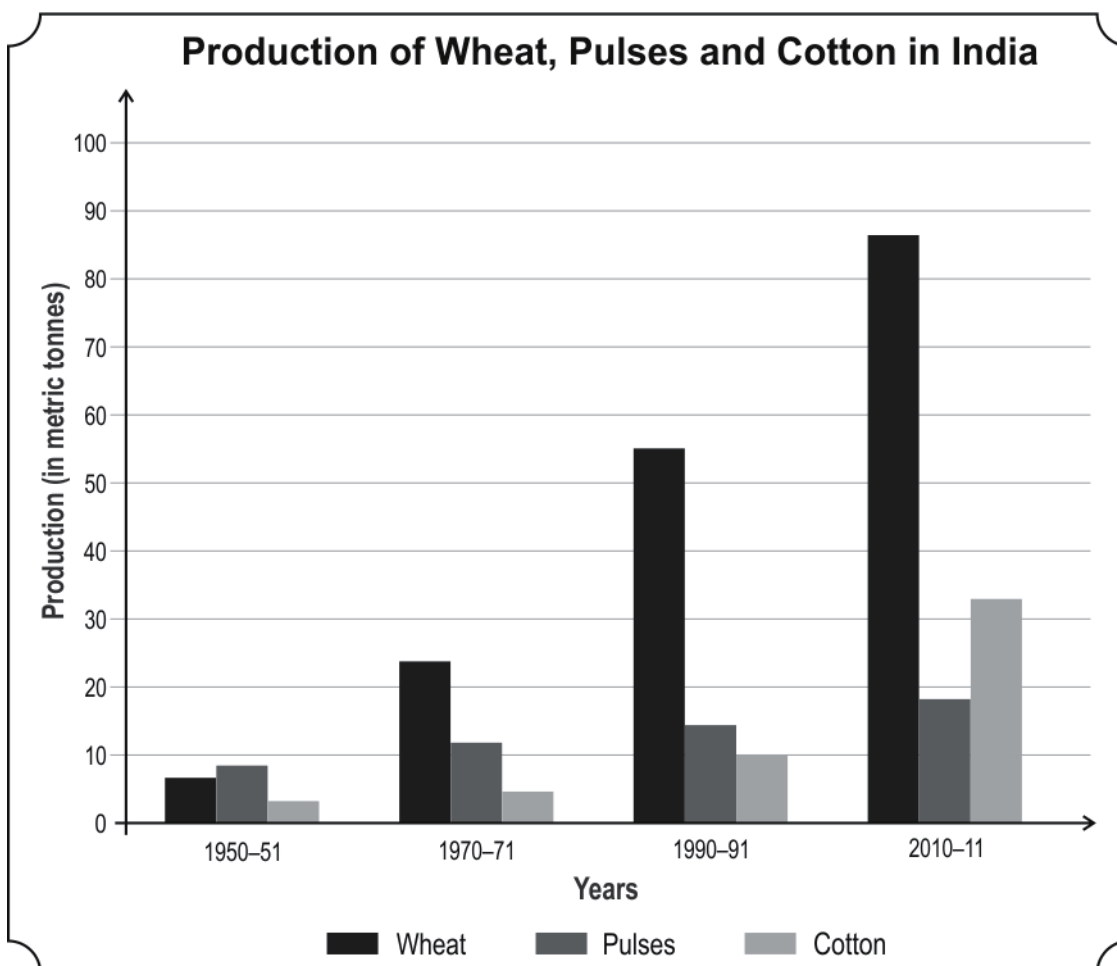
ANALYTICAL PARAGRAPH

Q: 15 The chart below displays data about the annual consumption of petroleum products across the years 1997-2021. Write a paragraph in 100-120 words analysing the given data. **[5]**



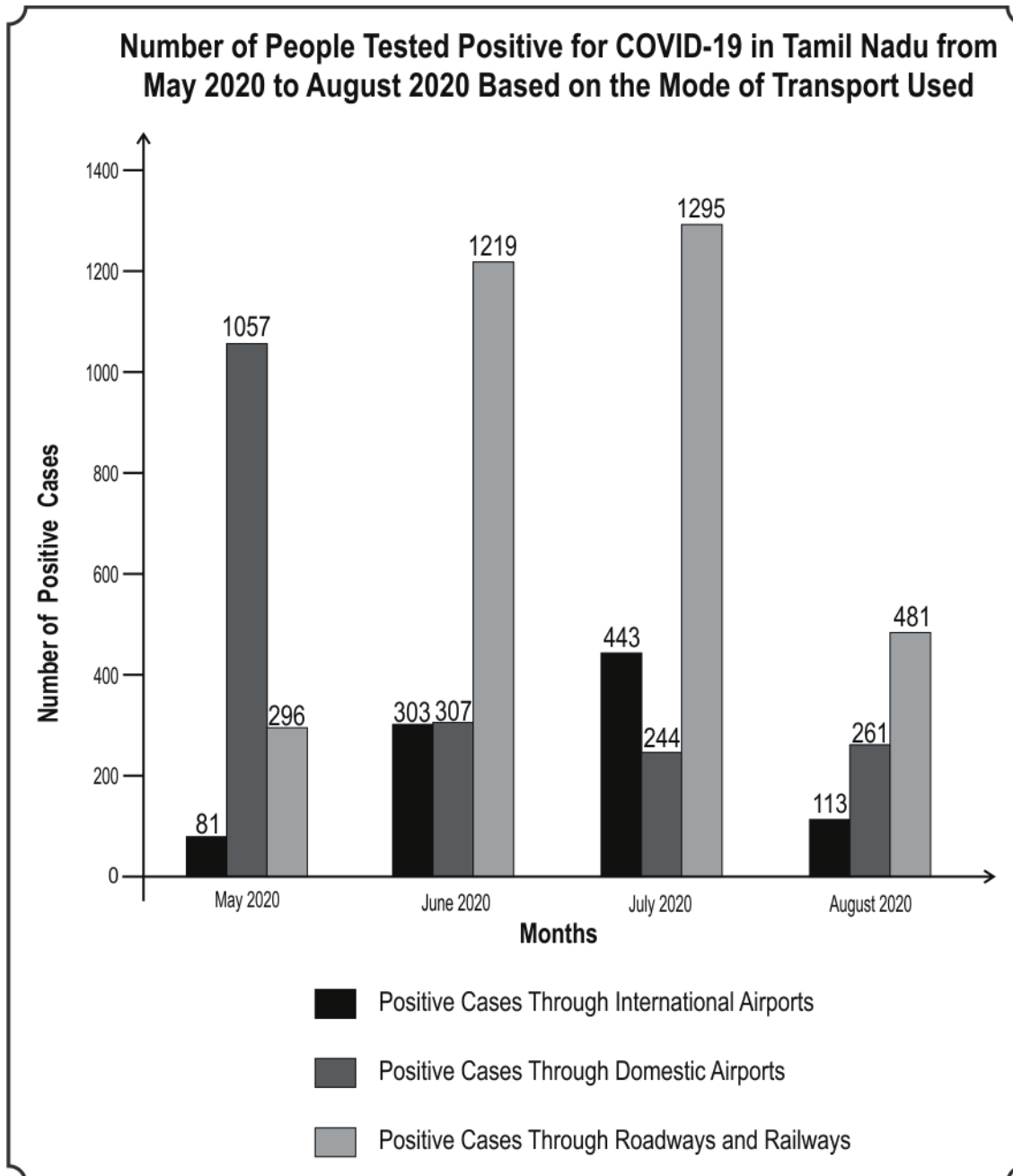
Source (edited): 'Petroleum Planning & Analysis Cell (PPAC)' - www.factly.in

Q: 16 The chart below displays data about the production (in metric tonnes) of three crops – [5] wheat, pulses and cotton – in India for five specific years between 1950-51 and 2010-11. Write a paragraph in 100-120 words analysing the given data.



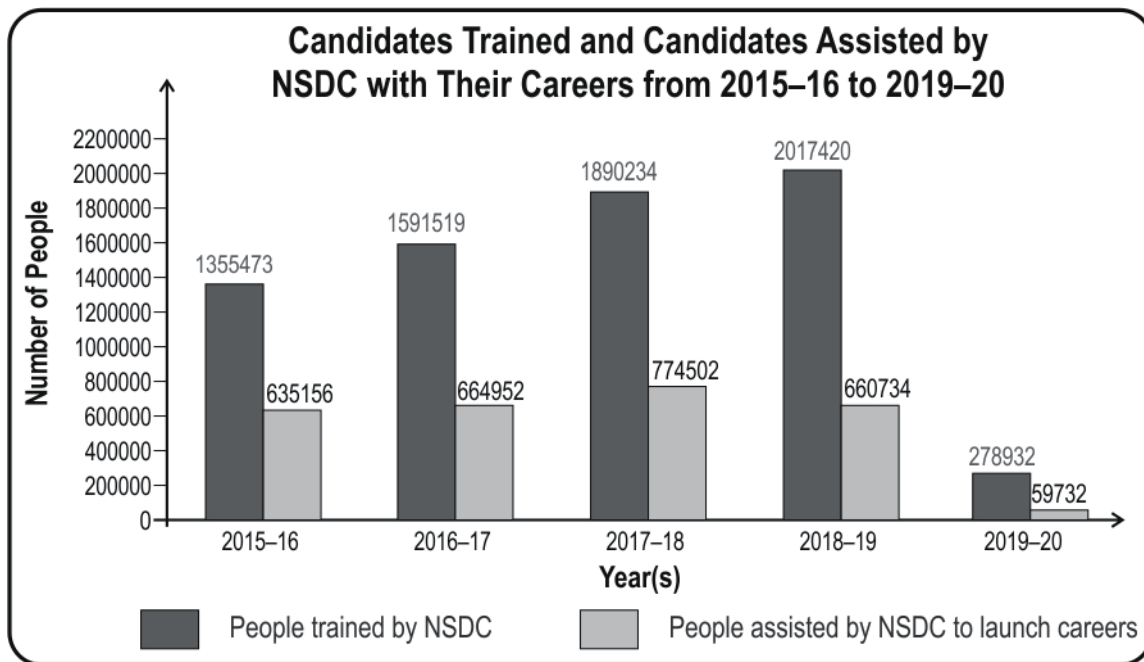
Source (edited): 'Levels of Agricultural Development and Environmental Issues in India: A Geographical Perspective' - *IJRAR*, Volume 7, Issue 2, April-June 2020

Q: 17 COVID-19, caused by SARS-CoV-2 virus, is an infectious disease that spreads primarily [5] through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. The graph given below provides information about the number of people who tested positive for COVID-19 as they used various modes of transport in Tamil Nadu from May 2020 to August 2020. Write a paragraph in 100-120 words analysing the given data.



Source (edited): 'Classification of Month wise Positive Cases by various modes of Transportation in Tamil Nadu from May 2020 to April 2021' - <https://community.data.gov.in/classification-of-month-wise-positive-cases-by-various-modes-o>

- Q: 18** National Skill Development Corporation (NSDC) is a government organisation that works in the area of skill development and helps people develop skills to succeed in their careers. The graph given below provides information about the number of people trained by NSDC and the number of people that were assisted by NSDC in starting their careers after their training from 2015 to 2020. Write a paragraph in 100-120 words analysing the given data. [5]



Source: 'Details of Overall Candidates and Persons with Disabilities (PwDs) Trained and reported Placed by NSDC under Fee based Model from 2015-16 to 2019-20 (From: Ministry of Skill Development and Entrepreneurship)' -

<https://community.data.gov.in/candidates-trained-and-reported-placed-by-nsdc-under-fee-bas>

- Q: 19** Read the statement given below. *Social media is a useful platform for many teenagers as it exposes them to news and helps them interact with people across the globe. It also gives them a platform to be creative.* [5]

Write a paragraph in about 120 words analysing the given argument. You can think about what alternative explanations might weaken the given conclusion and include rationale/evidence that would strengthen/counter the given argument.

- Q: 20** Read the statement given below. *Newspapers should go online completely and we should do away with printed copies. Printing newspapers wastes ink and paper in a digital age where most people get information from the internet.* [5]

Write a paragraph in about 120 words analysing the given argument. You can think about what alternative explanations might weaken the given conclusion and include rationale/evidence that would strengthen/counter the given argument.

- Q: 21** Read the statement given below. *Many students do not participate in classroom discussions, whereas some students contribute valuable points. The curriculum should allot some marks for participation so that students are motivated to share in discussions.* [5]

Write a paragraph in about 120 words analysing the given argument. You can think about what alternative explanations might weaken the given conclusion and include rationale/evidence that would strengthen/counter the given argument.

FORMAL LETTER

- Q: 22** You are Shoaib/Saiqua, a resident of 80A/1B Topsia Road, Kolkata. You noticed that the elderly in your community are reluctant to get vaccinated against COVID-19. Write a letter in 120 -150 words to the Editor of a newspaper expressing your concern about this reluctance and mentioning the need to create awareness about the vaccination programme. [5]

- Q: 23** During one of your visits to a bank in your city, you noticed that the bank is not easily accessible to people with disabilities. The absence of ramps makes it highly difficult for people in wheelchairs to avail the services of the bank. Write a letter in 100-120 words to your District Magistrate highlighting the issue and requesting him/her to take necessary action. You are Sneha/Shahid from Madhuban Apartments, Kanpur. [5]

- Q: 24** You are Sudha/Sameer, a resident of Malviya Nagar, Pune, Maharashtra. You had applied for a creative writing course offered by a leading publishing house in your city. The selection committee liked your application and has sent you a letter accepting your application. They have requested for a letter of confirmation from your side along with a recent passport size photo and a self-introduction note for the first class. [5]
Write a reply to the letter in 100-120 words confirming that you will join the course. Provide all the details requested by the committee.

- Q: 25** You are Pooja/Prateek, a resident of Hoysala Nagar Colony, Bengaluru, Karnataka. Last month, you enrolled for a month-long computer course at Hyderabad School of Computer Sciences. You were granted accommodation in the school's hostel for the duration of the course. However, when you contacted the hostel for confirmation, you found out that your name was not registered in the list. [5]

Write a letter in 100-120 words to the Head of School complaining about the issue. Mention how this impacts your travel plan and request for corrective action to be taken at the earliest.



Q: 26 You are Aritrika/Gaurav – a resident of Kasba, Kolkata, West Bengal. Vikas Sinha is the [5]
watchman of Shalimar Apartments, the building in which you stay. He has been
guarding your building for the past eight years. Recently, he has been diagnosed with
a serious ailment and is unable to afford the treatment.
Write a letter in 100-120 words to the secretary of the building requesting him to
collect donations from the residents of the building to help Vikas. Mention why you
feel helping him is essential.

Q: 27 You are Sonakshi, the secretary of the music club in your school. Place an order for [5]
microphones, amplifiers and speakers from the local music shop for an upcoming
music competition being hosted by your school. Write the letter in 100-120 words
mentioning a date by when the equipment should be delivered.

Q: 28 You are Sayan, a resident of Rajendra Apartments, Chennai. You have recently settled [5]
down in Tamil Nadu and would like to learn Tamil. Write a letter in 100-120 words
applying for a 2-month basic language course at 'Language Learners Centre'. Enquire
about the fees and the weekly schedule of classes.

Q: 29 You are Pranab, a member of the student council at your school. Your school is [5]
organising a mock United Nations session for various schools in your district. In
100-120 words, write a letter to your local stationery shop giving a bulk order for
notebooks and pens.

Q: 30 You are Sangeeta, a student of class X. You recently came across a learning app on the [5]
internet that offers practise questions to prepare students for the board exams. In 100-
120 words, write a letter to the operations officer of the app enquiring about their pricing
and the duration of the free trial period.

Q: 31 You are Rishi, a student of Blossoms High. You have recently relocated to an area [5]
further away from school and would like to opt for the school transport service. Write
a letter in 100-120 words to the transport administrator of your school enquiring
about the nearest bus stop and the transportation fee.

INFORMAL LETTER

Q: 32 Amidst a global pandemic, the rise of messages forwarded using social media and fake [5]
news bothers you. Your cousin has shared with you an article that contains incorrect
information. Write a letter in 100-120 words to your cousin, advising her/him to be
aware of false information and suggesting ways to fact-check the information
available. You are Kalika/Shameem from Madhuban Apartments, Lucknow, Uttar
Pradesh.

Q: 33 Your mother has recently been informed about your younger brother's excessive use of [5]
his mobile phone by his hostel warden. Write a letter to your brother in 100-120 words
telling him about the harmful effects of mobile phone addiction and suggesting him
ways to reduce his dependency on mobile phones.

Q: 34 You are Rashi/Rishabh, a resident of Fateh Nagar, Delhi. You are keen on adopting a kitten as a pet and would like to know about the various things to keep in mind before adopting one. Your friend Suraj has several cats as pets at his home. Write a letter to him in 100-120 words seeking necessary information to know before the adoption and asking for advice on keeping a pet cat. [5]

DEBATE

Q: 35 You are Samhita/Alok, the head girl/head boy of your school. Write your views in 80-100 words either for or against the statement: 'The choice of a career should entirely depend on the interests of the students.' [5]

Q: 36 You are Sina/Shinoy, a student of Excellence Public School. Your school has organised a debate on the topic 'Online Education is Better than Offline Education' in which you will be participating. Write your views in 100-120 words either for or against the statement. [5]

DIARY ENTRY

Q: 37 Your best friend's father has been posted to another city for work and your friend will be moving away with his/her family by the end of the week. Write a diary entry in 100-120 words expressing your feelings about the situation. [5]

SPEECH

Q: 38 You have been selected as a local ambassador for UNICEF's Youth Volunteer Programme. Write an inaugural speech in 100-120 words to be delivered at the programme, highlighting the need for sufficient public toilets for women in remote areas and the importance of ensuring hygiene and sanitation. [5]

STORY WRITING

Q: 39 Write a short story in 100-120 words beginning with the following lines. Give a suitable title to the story. [5]

'Mr Gupta was returning from work at around 11:30 pm that night. On his way home, he heard a rustling sound from the bushes... '



PARAGRAPH WRITING

-
- Q: 40** Imagine that you get an opportunity to travel back in time. Write a descriptive paragraph about your experience in 100-120 words. Use the following points to structure your paragraph: **[5]**
- Which time period would you travel to?
Where would you find yourself?
What would you do?
What would people and objects around you look like?
What kind of events would take place in this setting?

Section 2 – Answer Key



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	2
2	4
3	2
4	4
5	4
6	2
7	2
8	2
9	4
10	4
11	4
12	1
13	1
14	2



Q.No	Teacher should award marks if students have done the following:	Marks
15	<u>Content</u> <ul style="list-style-type: none"> ◆ Gives a clear overview of the map/chart/graph/report [1 mark] ◆ Highlights key features like similarities, contrasts or noticeable trends [1 mark] ◆ Uses data from the map/chart/graph/report to support analysis [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
	<u>Organisation</u> <ul style="list-style-type: none"> ◆ Provides a clear topic sentence and details based on the map/chart/graph/report [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<u>Language Mechanics</u> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
16	<u>Content</u> <ul style="list-style-type: none"> ◆ Gives a clear overview of the map/chart/graph/report [1 mark] ◆ Highlights key features like similarities, contrasts or noticeable trends [1 mark] ◆ Uses data from the map/chart/graph/report to support analysis [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3



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18	<p><u>Content</u></p> <p>◆ Gives a clear overview of the map/chart/graph/report [1 mark] ◆ Highlights key features like similarities, contrasts or noticeable trends [1 mark] ◆ Uses data from the map/chart/graph/report to support analysis [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
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Q.No	Teacher should award marks if students have done the following:	Marks
19	<u>Content</u> <ul style="list-style-type: none"> ◆ States a clear point of view in support of/counteracting the given argument [0.50 marks] ◆ Presents strong and valid points supported with examples or facts [1 mark] ◆ Uses engaging and persuasive vocabulary to present the points [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
	<u>Organisation</u> <ul style="list-style-type: none"> ◆ Presents an introductory viewpoint, supporting details and concluding thoughts [0.50 marks] ◆ Maintains a logical flow in the ideas presented [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<u>Language Mechanics</u> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
20	<u>Content</u> <ul style="list-style-type: none"> ◆ States a clear point of view in support of/counteracting the given argument [0.50 marks] ◆ Presents strong and valid points supported with examples or facts [1 mark] ◆ Uses engaging and persuasive vocabulary to present the points [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3



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22	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i> <i>Award half of the allotted marks for each criteria that needs improvement.</i> <i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i> <i>Award half of the allotted marks for each criteria that needs improvement.</i> <i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i> <i>Award half of the allotted marks if there is one major error.</i> <i>Award 0 marks if there is more than one major error.</i></p>	1



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Q.No	Teacher should award marks if students have done the following:	Marks
24	<p><u>Content</u></p> <ul style="list-style-type: none">◆ Responds to all aspects of the letter received [1 mark]◆ Uses a formal tone [0.50 marks]◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2
	<p><u>Organisation</u></p> <ul style="list-style-type: none">◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks]◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks]◆ Provides a clear sense of a beginning, middle and end [0.50 marks]◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2
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26	<u>Content</u> <ul style="list-style-type: none">◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks]◆ Matches the brief given [0.50 marks]◆ Uses a formal tone [0.50 marks]◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i>	2
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	<u>Language Mechanics</u> <ul style="list-style-type: none">◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i>	1



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27	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i> 	2
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32	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2



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	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none">◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
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	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of an informal letter (date, sender and receiver addresses, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for an informal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
35	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Takes a clear stand on the given topic [0.50 marks] ◆ Provides strong and valid arguments to support the stand [0.50 marks] ◆ Provides interesting examples and factual details to support the stand [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Uses engaging and persuasive vocabulary to present the arguments [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents viewpoints in a clear and orderly manner [0.50 marks] ◆ Maintains consistency in viewpoints presented [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
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	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents viewpoints in a clear and orderly manner [0.50 marks] ◆ Maintains consistency in viewpoints presented [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<u>Language Mechanics</u> ♦ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are only one or two minor errors.</i> <i>Award half of the allotted marks if there is one major error.</i> <i>Award 0 marks if there is more than one major error.</i>	1
37	<u>Content</u> ♦ Expresses the main topic with a strong sense of purpose [0.50 marks] ♦ Addresses all aspects of the topic [0.50 marks] ♦ Makes many creative personal connections with the topic [0.50 marks] ♦ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i>	2
	<u>Organisation</u> ♦ Includes all aspects of a diary entry in their correct format (date, first-person point of view, relevant tense) [1 mark] ♦ Presents fully-developed ideas with a logical connection between sentences [1 mark] <i>Award the full allotted marks for each criteria that meets the stated expectations.</i> <i>Award half of the allotted marks for each criteria that needs improvement.</i> <i>Award 0 marks for each criteria that does not meet the stated expectations.</i>	2
	<u>Language Mechanics</u> ♦ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i>	1
38	<u>Content</u> ♦ States the main idea with a strong sense of purpose [0.50 marks] ♦ Presents focused points that support the main idea [0.50 marks] ♦ Incorporates relevant anecdotes, examples, and facts [0.50 marks] ♦ Informs or persuades the reader [0.50 marks] ♦ Uses appropriate choices of words and expressions relevant to the main idea [0.50 marks] ♦ Fulfils the word count requirement [0.50 marks] <i>Award the full allotted marks for each criteria that meets the stated expectations.</i> <i>Award half of the allotted marks for each criteria that needs improvement.</i> <i>Award 0 marks for each criteria that does not meet the stated expectations.</i>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents viewpoints in an organised manner [0.25 marks] ◆ Starts with a proper address to the audience and ends with an appropriate conclusion [0.25 marks] ◆ Adheres to the main topic [0.25 marks] ◆ Emphasises on the main idea in the concluding paragraph [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
39	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Presents content that is original, relevant, engaging and to the point [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Presents a clear plot with a logical sequence of events [0.50 marks] ◆ Employs a range of devices that helps advance the plot, gives insight into the characters and describes the setting [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a clear beginning, middle and end [0.50 marks] ◆ Handles the conclusion skillfully to reinforce the theme and provide closure [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1



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	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
40	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the stated points to describe the experience [1 mark] ◆ Supports the description with visual details about the relevant setting, people and events [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Relates all the sentences to the main idea [0.50 marks] ◆ Presents sentences that have a clear progression [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
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Section 3 – Literature – Footprints Without Feet

THE MIDNIGHT VISITOR

Read the given extract and answer the questions that follow.

“Instead, you have spent a dull evening in a French music hall with a sloppy fat man who, instead of having messages slipped into his hand by dark-eyed beauties, gets only a prosaic telephone call making an appointment in his room. You have been bored!” The fat man chuckled to himself as he unlocked the door of his room and stood aside to let his frustrated guest enter. “You are disillusioned,” Ausable told him. “But take cheer, my young friend. Presently you will see a paper, a quite important paper for which several men and women have risked their lives, come to me. Some day soon that paper may well affect the course of history. In that thought is drama, is there not?”

Q: 1 Which of these best describes what Ausable is doing in the extract?

- 1** He is relating to Fowler and attempting to change his view.
- 2** He is justifying his appearance to Fowler as that of a real spy.
- 3** He is summarising events to help Fowler make sense of them.
- 4** He is shaming himself so that Fowler's disappointment reduces.

Q: 2 If someone is 'disillusioned', it means that they_____.

- 1** have become angry at someone for having unrealistic ideas
- 2** have disappointed someone with how they are in real life
- 3** have created fantasies to make it easier to accept reality
- 4** have gotten a reality check that has disappointed them

Q: 3 According to the extract, which elements are expected to be present in the life of a spy?

- (I) attractive women who deliver information
- (II) discreet phone calls from other famous spies
- (III) dramatic events that involve guns and action
- (IV) an athletic body that moves in an agile manner

- 1** Only (I)
- 2** Only (I) and (IV)
- 3** Only (III) and (IV)
- 4** Only (I), (II) and (IV)

Q: 4 Why does Ausable refer to Fowler as 'my young friend'?

- 1** to make a sarcastic comment about Fowler's childishness
- 2** to remind Fowler that young people are usually cheerful
- 3** to reassure Fowler that they are indeed friends
- 4** to highlight how naive and innocent Fowler is

Q: 5 "In that thought is drama, is there not?"

Which of these would be the most suitable response from Fowler if Ausable is successful in helping him 'take cheer'?

- 1** 'No, there is no drama in a mere piece of paper.'
- 2** 'Now I am intrigued; please tell me more about it.'
- 3** 'Yes, we should take action to mark our names in history.'
- 4** 'Is it? I am very disappointed that I came all the way for this.'

FOOTPRINTS WITHOUT FEET

Q: 6 Which option best describes Mrs Hall from 'Footprints Without Feet'?

- | | |
|------------------------------------|--|
| 1 hospitable but firm | 2 scared and superstitious |
| 3 accommodating but curious | 4 opportunistic and insensitive |

Q: 7 *THE two boys started in surprise at the fresh muddy imprints of a pair of bare feet. What was a barefooted man doing on the steps of a house, in the middle of London? And where was the man?*

Why does the author begin 'Footprints Without Feet' with these questions?

- 1** to seek answers to the queries
- 2** to spark curiosity about the story
- 3** to show a lack of knowledge about the plot
- 4** to highlight the unusual reaction of the characters

Q: 8 In 'Footprints Without Feet' Griffin's invisibility causes _____ among the people around him.

- 1. jealousy and hatred
- 2. crime and bloodshed
- 3. awe and amazement
- 4. chaos and destruction

- | | | | |
|----------------------|----------------------|----------------------|----------------------|
| 1 (1) and (2) | 2 (2) and (3) | 3 (3) and (4) | 4 (4) and (1) |
|----------------------|----------------------|----------------------|----------------------|

Q: 9 Based on your reading of 'Footprints Without Feet', how would Griffin most likely react if he were to be captured by constable Jaffers?

- | | |
|----------------------------|--------------------------------|
| 1 surrender quietly | 2 resort to violence |
| 3 argue his way out | 4 plead with his captor |

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

THE MAKING OF A SCIENTIST

Then in the seventh grade he got a hint of what real science is when he entered a county science fair – and lost. “It was really a sad feeling to sit there and not get anything while everybody else had won something,” Ebright said. His entry was slides of frog tissues, which he showed under a microscope. He realised the winners had tried to do real experiments, not simply make a neat display.

Already the competitive spirit that drives Richard Ebright was appearing. “I knew that for the next year’s fair I would have to do a real experiment,” he said. “The subject I knew most about was the insect work I’d been doing in the past several years.”

Q: 10 Which of these could be one of the winners' projects for the county science fair?

- 1** a diagram of human cheek cells under a microscope
- 2** a model of the water cycle with miniature water bodies
- 3** a study on mint leaves that shows how light affects its growth
- 4** a summary of past research on how caterpillars become butterflies

Q: 11 Which of these best summarises Ebright's reaction to losing at the county science fair in the seventh grade?

- 1** He felt discouraged but was happy about his efforts.
- 2** He felt dejected but was motivated to do better next time.
- 3** He felt defeated but accepted that others were better than him.
- 4** He felt hopeless but became aggressive about winning next time.

Q: 12 Why does the author quote Ebright at several points in the above extract?

- 1** to prove that his account of Ebright is authentic
- 2** to support the statements he is making about Ebright
- 3** to show examples that contradict Ebright's arguments
- 4** to reveal how Ebright truly felt about his achievements

Q: 13 What changed for Ebright after he lost at the county science fair?

- 1** his interest in studying the science of insects
- 2** his notion of what the field of science truly is
- 3** his understanding of his own scientific abilities
- 4** his fascination with scientific instruments like microscopes

Q: 14 Which of these best captures how the word 'real' has been used in the extract?

- 1** something that is natural and organic
- 2** something that can be seen and touched
- 3** something that shows results or proves a theory
- 4** something that shows one's intelligence and hard work

Read the given extract and answer the questions that follow.

THE HACK DRIVER

"Lutkins? I saw him around here about an hour ago. Hard fellow to catch though; always up to something or other. He's probably trying to start up a poker game in the back of Fritz's shop. I'll tell you, boy; is there any hurry about locating Lutkins?" "Yes. I want to catch the afternoon train back to the city." I was very important and secret about it.

"I'll tell you what. I've got a hack. I'll get it out and we can drive around together and find Lutkins. I know most of the places he hangs out."

He was so open and friendly that I glowed with the warmth of his affection. I knew, of course, that he wanted the business, but his kindness was real. I was glad the fare money would go to this good fellow.

Q: 15 How would the townsfolk of Mullion describe the two characters in the extract?

- 1** The hack driver is sly while the narrator is innocent.
- 2** The hack driver is helpful and the narrator is grateful.
- 3** The hack driver is kind and the narrator is suspicious.
- 4** The hack driver is clueless while the narrator is well informed.

Q: 16 *“Yes. I want to catch the afternoon train back to the city.”*

How does this information help Lutkins, the hack driver, to evade being summoned?

- 1** he knew he would have to drive fast
- 2** he realised that the narrator was an important lawyer
- 3** he knew he needed to keep the narrator busy till the afternoon
- 4** he realised that he could make a good amount of money in that time

Q: 17 Which of these lines from the extract proves that the narrator is charmed by Lutkins?

- 1** *He’s probably trying to start up a poker game in the back of Fritz’s shop.*
- 2** *I was very important and secret about it.*
- 3** *Hard fellow to catch though – always up to something or other.*
- 4** *I was glad the fare money would go to this good fellow.*

Q: 18 From the hack driver’s perspective, the events in the extract can be described as _____.

- 1** a practical joke
- 2** a warm welcome
- 3** a failed assignment
- 4** a helpful demonstration

Q: 19 *He was so open and friendly that I glowed with the warmth of his affection.*

Which figure of speech has been used in the above line?

- 1** imagery
- 2** alliteration
- 3** onomatopoeia
- 4** personification

Q: 20 In 'The Thief's Story', why did Hari believe that friends were more trouble than help? In [2] 20-30 words, state your opinion with one reason.

Q: 21 According to you, why didn't Anil confront Hari about stealing his money in 'The Thief's Story'? Explain in 20-30 words. [2]

Q: 22 Was Anil from 'The Thief's Story' good at managing his money properly? Justify your answer in 40-50 words. [3]

Q: 23 Imagine you are Hari from 'The Thief's Story'. After not getting on the train, you sit on the bench in the *maidan*, drenched in the rain. In 40-50 words, write about your thoughts that led you back to Anil. [3]

Q: 24 *The greedy man showed fear; the rich man showed anger; the poor man showed acceptance.* [3]

With reference to the above line from 'The Thief's Story', explain why different people react differently when their money is stolen. Answer in 40-50 words.

Q: 25 State any one way in which Ausable or Max from 'The Midnight Visitor' are different from the usual portrayal of spies in movies and books. Why do you think the author has portrayed the characters in this way? Answer in 40-50 words. [3]

Q: 26 What could be a reason for Fowler to visit Ausable in 'The Midnight Visitor'? Support your answer with details from the story in 40-50 words. [3]

Q: 27 What makes Ausable a good spy? Explain any one quality with close reference to the story 'The Midnight Visitor' in 40-50 words. [3]

Q: 28 *Griffin had shaken himself free, and no one knew where to lay hands on him.* [2]

In 20-30 words, give one example from 'Footprints Without Feet' to describe the price Griffin had to pay for his freedom.

Q: 29 In 40-50 words, state any two features that make 'Footprints Without Feet' an adventure story. [3]

Q: 30 In 'Footprints Without Feet', Griffin the scientist is disliked by most people. In 100-120 words, state any one reason why he is widely disliked and suggest one action he can take to reform himself. [5]

Q: 31 What is common about the role that Dr Urquhart and Mr Weiherer played in Richard Ebright's life? Describe any one commonality with evidence from the text 'The Making of a Scientist' in 20-30 words. [2]

Q: 32 *"Richard was competitive," Mr Weiherer continued, "but not in a bad sense."* [3]

How would you describe a person who is competitive 'in a bad sense'? How is Richard Ebright different from such a person? Answer with reference to the text 'The Making of a Scientist' in 40-50 words.

Q: 33 The text 'The Making of a Scientist' reveals Richard Ebright's many interests outside science as well. Do you think the saying, 'jack-of-all-trades, master of none' applies to Ebright? Justify your opinion with any two pieces of textual evidence in 100-120 words. [5]

Q: 34 Identify any one element of irony in the story 'The Hack Driver'. Justify why it is ironic in 20-30 words. [2]

Q: 35 *"If you want I'll go into Fritz's and ask for him, and you can keep out of sight behind me."* [3]

In the story 'The Hack Driver', Bill keeps asking for Lutkins in different places in the manner mentioned above. Why do you think he makes sure that the narrator is 'out of sight'? Answer in 40-50 words.

Q: 36 Do you think the narrator had a false idea of village life and village people? Justify with reference to the story 'The Hack Driver'. How did it affect his judgement? Answer in 100-120 words. [5]

Section 3 – Footprints Without Feet – Answer Key



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	1
2	4
3	2
4	4
5	2
6	1
7	2
8	3
9	2
10	3
11	2
12	2
13	2
14	3
15	1
16	3
17	4
18	1
19	1



Q.No	Teacher should award marks if students have done the following:	Marks
20	<p>Sample Answer: Hari was a thief and constantly moved between places. He might have preferred not to make friends to make it easier for him to leave a place.</p>	0
	<p><u>Content</u></p> <p>◆ States a plausible reason for Hari's belief [1 mark]</p> <p>(wanted to rob them/did not want to get attached to them/might have been arrested because of some friends in the past/could not afford to let people know about his whereabouts and secrets/may have been betrayed by friends in the past)</p> <p><i>Accept any other valid answer.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
21	<p>Sample answer: I think when Anil realised that Hari had tried to steal his money, yet was still in the house, he recognised that Hari himself wanted to change and had chosen the better path.</p>	0
	<p><u>Content</u></p> <p>◆ Gives a reason for why Anil did not confront Hari [1 mark]</p> <p>(recognised that Hari wanted to change/Hari valued their relationship and no longer had ill intentions/did not see the need to confront him as the money was returned)</p> <p><i>Accept any other valid answer.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
22	<p>Sample answer: No, Anil was not good at managing money. He made money by fits and starts. He would borrow money one week and the next week when he had money, he would lend it. He kept worrying about his next cheque, but as soon as it arrived he would go out and celebrate.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States that Anil was not good at managing money [1 mark] <p>(No, Anil was not good at managing money)</p> <ul style="list-style-type: none"> ◆ Supports the answer with a relevant example from the story [1 mark] <p>(borrowed money one week, lent it the next week, kept worrying about receiving payment, but went out to celebrate as soon as he got it)</p> <p><i>Accept any other valid response supported by the story.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
23	<p>Sample answer: Anil has tried to make me a better person by teaching me to read and write but still I have stolen his money. I will go back to Anil and stay with him, just so I can learn to read and write and someday make something of myself instead of having to steal from others.</p>	0
	<p><u>Content</u></p> <p>◆ Recalls Anil's treatment of Hari [0.50 marks]</p> <p>(good/kind/taught me how to read, write and calculate/trusted me/provided shelter and food for me)</p> <p>◆ States his guilt [0.50 marks]</p> <p>(I stole his money/I am guilty of betraying him/I regret taking his money)</p> <p>◆ States a reason for why he should return to Anil [0.50 marks]</p> <p>(I can become independent/I can sustain myself better/I can become respectable/I can have better opportunities in life)</p> <p><i>Accept any other valid reason supported by the story.</i></p>	1.5
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
24	<p>Sample Answer: The greedy man is always in want of more money, so the thought of losing money scares him. The rich man has worked hard to earn his money, and is naturally angry when it is stolen. The poor man is used to being treated unfairly and has accepted loss as a part of his life.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Explains the reason for the response of the greedy man on being robbed [0.50 marks]</p> <p>(Greedy man is always in want of more money, so cannot tolerate losing it)</p> <p>◆ Explains the reason for the response of the rich man on being robbed [0.50 marks]</p> <p>(Rich man worked hard for his money and is infuriated on being robbed)</p> <p>◆ Explains the reason for the responses of the greedy man on being robbed [0.50 marks]</p> <p>(Poor man is used to being treated unfairly)</p> <p><i>Accept any other valid answer.</i></p>	1.5
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [1 mark]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	1.5
25	<p>Sample Answer: Ausable is shown as a fat and sloppy man. One would expect spies to be fitter or muscular, as if they are ready for action at any moment. I think the author has done this to make the story look more real as compared to glamorous films that are not very realistic.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States any one point of difference in portrayal for Ausable or Max as spies [1 mark]</p> <p>(Ausable is fat and sloppy but spies are expected to look more pleasing or be fitter or look more muscular and seem like they are ready for action or always on-the-go/Ausable schedules a confidential appointment with someone on the phone, like other ordinary people do, rather than having more discreet or classy or awesome ways of sending and receiving messages/Ausable has a room in a gloomy French hotel but one would expect spies to be in more glamorous or luxurious places/Ausable still has an American accent while being in France but one would expect that spies would be flawless in hiding their identities and would try harder with the little details like their accent/Max is described as a slender man with nothing but a gun to tell us that he is a spy/Max has a crafty grin and the look of a fox but nothing particularly intimidating or menacing about him)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p>◆ States a reason to explain the portrayal [1 mark]</p> <p>(the author has done this to situate his story in a more realistic context or to make his story seem more real/the author wants to challenge our understanding of spies/the author wants us to see that to be a spy, cognitive attributes like thinking on one's feet and being clever are more important than one's appearance/the author wants to add some comedy or irony to the story)</p> <p><i>Accept any other valid interpretation.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
26	<p>Sample Answer: Fowler is a writer who had read descriptions of other secret agents before he met Ausable. He probably wanted to see Ausable because he was going to write a mystery novel involving a secret agent. Meeting a real-life spy would help him create details for his story.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Mentions details about Fowler from the story [1 mark]</p> <p>(Fowler is a writer/he had read descriptions of secret agents before he met Ausable/he was constantly disappointed by how ordinary and not-spy-like Ausable was/he is romantic and young/he is looking for authentically thrilling events or romantic settings as can be expected in the life of a spy as usually portrayed in films or novels)</p> <p><i>Accept any valid responses supported by the story.</i></p> <p>◆ States Fowler's purpose based on evidence about him [1 mark]</p> <p>(he could be writing a story or a novel involving a secret agent/he might be writing an article on how spies actually live/he could be a journalist who is reporting an incident that involved Ausable or another spy/could be curious to see how accurate descriptions of spies in books are/has a romantic idea about the life of a secret agent and wants to observe it/he might be there to interview Ausable for something)</p> <p><i>Accept any valid interpretation supported by the stated evidence.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
27	<p>Sample Answer: Ausable is a good spy because of his presence of mind. Even though Max caught him off-guard at gunpoint, he remained cool and even made up a story about the balcony and the police, which tricked Max into escaping on his own.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States a quality that makes Ausable a good spy [1 mark]</p> <p>(presence of mind/wit/clever/ability to remain calm and collected in hostage or crisis situations/ability to dupe or trick someone/creative)</p> <p><i>Accept any other valid interpretation supported by the story.</i></p> <p>◆ Supports the quality with evidence from the text [1 mark]</p> <p>(makes up a story about there being a balcony and police at his door/feigns frustration with 'management' so he makes the story seem more realistic/sits on the armchair to look calm and confident in front of Max/tricked Max so that he gets rid of him by making him escape of his own will/uses his words carefully to put Max in a flustered state: 'What will you do now, Max?'/creative because he is able to make up a story on the spot)</p> <p><i>Accept any other valid response supported by the story.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</p>	1
28	<p>Sample Answer: The price for Griffin's freedom was invisibility. He could only escape the consequences of his crimes, if he remained unseen. The London shop assistants would have caught him had he been visible.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<u>Content</u> ♦ States the price Griffin had to pay for his freedom [0.50 marks] (constant invisibility/never revealing his form/becoming an invisible homeless wanderer because of his criminal activities) ♦ Gives one example to show the price Griffin paid [0.50 marks] (in the London shop where he had to become invisible to escape getting caught/at the inn, he had to be invisible to steal money from the clergyman's study/he had to be unseen to escape being arrested by Jaffers) <i>Accept any other valid answer supported by the text.</i>	1
	<u>Expression</u> ♦ Presents a logical connection between the ideas [0.50 marks] ♦ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
29	Sample Answer: 'Footprints Without Feet' is an adventure story because it details the thrilling escapades of Griffin, an invisible scientist. It describes hard-to-believe events such as his villainous acts in and around London, which he gets away with due to his invisibility.	0
	<u>Content</u> ♦ Mentions any two features that make 'Footprints Without Feet' an adventure story [2 marks] (a hero/villain who takes risks; action-driven story; far-fetched plots (invisibility); climax-resolution) <i>Accept any responses directly supported by the text.</i>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
30	<p>Sample Answer: Griffin is disliked by the people around him because he is a violent and dangerous man. He hurts innocent people. For example, he is unable to pay for his stay at Mrs Hall's inn and raises her suspicion about his involvement in the robbery at the clergyman's house. Mrs Hall calls the police to look into the matter. Jaffers, the policeman, tries to arrest Griffin for the robbery, but he attacks and injures him. I feel that in order to reform himself, Griffin can work and earn his living. It would prevent him from robbing others to fulfill his needs.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States one reason why the scientist is disliked by the people around him [1 mark] <p>(untrustworthy because he did not keep his promises/dangerous because he robbed people's houses/tried to set fire to his old landlord's house/caused physical harm to people, for example, tried to hit Mrs Hall with the lamp/attacked the shopkeeper and the policeman)</p> <p><i>Accept any variations of the given responses.</i></p> <ul style="list-style-type: none"> ◆ Suggests any one action that he can take to better himself [1 mark] (he can work and earn his living; this would prevent the need to rob and injure others/he can try to keep the promises that he makes/he can stop misusing his invisibility for any kind of criminal activities/he can apologise to the people that he has harmed) <p><i>Accept any responses directly supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met</i> 	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
31	<p>Sample Answer: Both Dr Urquhart and Mr Weiherer shared ideas with Ebright that helped him to do innovative science experiments or helped him see things in a different way.</p>	0
	<p><u>Content</u></p> <p>◆ Identifies and describes any one aspect that is common between both the figures (they both shared ideas with him that gave him a different perspective/he admired both of them and looked to them for mentorship/they both helped him do above and beyond what the school curriculum required/they both helped him pursue his interests/they both recognised his talent and helped him achieve excellence)</p> <p><i>Accept any other valid responses supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
32	<p>Sample Answer: A person who is competitive 'in a bad sense' will do anything just for the sake of winning, like cheating. Richard Ebright is different because he wants to do the best job that he can do and that makes him competitive.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Describes any one trait of a person who is competitive 'in a bad sense' [1 mark]</p> <p>(someone who is ambitious about winning but not learning/someone who would do anything to defeat their opponents by hook or by crook/someone who does not care about quality or improvement and simply competes to better than the others)</p> <p><i>Accept any other valid response that logically relates to the question.</i></p> <p>◆ Notes how Ebright was competitive in a positive way [1 mark]</p> <p>(he was competitive about how well he can do something/he would want to do things in the best way that he could manage/he learnt from his failure and always tried to improve/he was always curious to know more and have an in-depth understanding)</p> <p><i>Accept any other responses supported by the text.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	1
33	<p>Sample Answer: I don't think the saying 'jack-of-all-trades, master of none' applies to Richard Ebright in the text 'The Making of a Scientist'. Ebright is described as having the same determination for activities like astronomy and collecting coins as he did for collecting butterflies to do his scientific experiments. Further, when Ebright met his social studies teacher, Mr Weiherer, he was inspired by him and would spend hours on researching for his debates. The text describes him as a 'champion debater'. Therefore, even though Ebright had many interests, he was not an average performer in those activities. He showed a deep interest and serious commitment to being very good at them too.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Clearly indicates stance on the given prompt as 'no' [0.50 marks]</p> <p>(no, I don't think this applies to him)</p> <p>◆ Demonstrates a clear understanding of the idiom 'jack-of-all-trades, master of none' [0.50 marks]</p> <p>(he would do many activities but he would do all of them very well/he was a master in his primary field of science even though he had other interests)</p> <p>◆ Identifies any two pieces of evidence from the text that support the stance [2 marks]</p> <p>(text describes that he had the same determination for collecting rocks, fossil coins that he had for collecting butterflies for experiments/would spend hours star-gazing and learning about astronomy/became a champion debater in school/would spend time on research as part of the Model United Nations club/the text describes him as becoming a confident public speaker/he was also a good canoeist and an 'all-around outdoors-person'/he was a straight-A student in all his subjects in high school/he is known as one of the best scientists in his field)</p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
34	<p>Sample Answer: Throughout his day with Bill Magnuson, the narrator keeps describing him as a kind, honest and wise man but never realises that Bill is Lutkins himself and that he was being made a fool of.</p>	0
	<p><u>Content</u></p> <p>◆ Describes an element of irony in the story</p> <p>(The narrator describes Bill as honest, wise and kind while at the same time being deceived./The narrator describes the people of the town as innocent and honest while being duped by them.)</p> <p><i>Accept any other valid responses supported by the story.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
35	<p>Sample Answer: Bill was helping the narrator to find Lutkins, but unknown to the narrator, Bill himself was Lutkins. I think the people of the town knew him to be mischievous and so, he entered first, asking for himself so that others could follow along with his joke.</p>	0
	<p><u>Content</u></p> <p>◆ States that Bill himself was Lutkins [1 mark]</p> <p>◆ States a reason for Bill going in first and asking for Lutkins [1 mark]</p> <p>(he didn't want the narrator to identify him as Lutkins/wanted other townsfolk to follow his practical joke)</p> <p><i>Accept any other valid answer supported by the story.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
36	<p>Sample Answer: Yes, I think the narrator had a false idea of village life and village people. He was very excited about the prospect of visiting New Mullion as he had expected it to be a sweet and simple country village. He had a similar idea of village people, thinking that they are honest and simple. This made him accept everything that Lutkins said without ever questioning him. In fact, he even praised him to be an honest and hardworking fellow. He did not question the strange sequence of events where they kept missing Lutkins by a little time everywhere they went or why Bill asked him to stay behind. In this way, his notion of village people hampered his judgement.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly indicates own stance on the given prompt [1 mark] <p>(Yes, I think the narrator had a false idea of village life and village people)</p> <ul style="list-style-type: none"> ◆ Justifies the answer with evidence from the text [1 mark] <p>(Had a romantic notion of the village even before he came to New Mullion/was disappointed when he came)</p> <p><i>Accept any other valid response supported by the story.</i></p> <ul style="list-style-type: none"> ◆ Explains how it affected his judgement [1 mark] <p>(did not think critically about Lutkin's actions/did not question the strange sequence of events/praised Lutkins for being honest while he was being made a fool of/he believed the villagers without any suspicion)</p> <p><i>Accept any other valid response supported by the story.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1

Section 3 – Literature – First Flight

HIS FIRST FLIGHT

Read the given extract and answer the questions that follow.

But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, she halted, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute.

Q: 1 Which of these shows the shift in emotion the seagull experiences from the beginning to the end of the extract?

- | | |
|-------------------------------------|-----------------------------------|
| 1 from calm to fearful | 2 from anxious to nervous |
| 3 from mournful to petrified | 4 from joyous to depressed |

Q: 2 Re-arrange the following events in the sequence that they occur in the extract.

- (I) The seagull lost control.
- (II) The seagull jumped towards the food.
- (III) The seagull's mother flew towards him.
- (IV) The seagull's mother refused to go nearer.

- | | |
|------------------------------------|------------------------------------|
| 1 (IV) - (III) - (I) - (II) | 2 (III) - (IV) - (II) - (I) |
| 3 (II) - (I) - (IV) - (III) | 4 (I) - (II) - (III) - (IV) |

Q: 3 Which of these is true about the seagull and his mother?

- 1** They disrespected each other but pretended to love one another.
- 2** They mocked each other but helped one another when it was needed.
- 3** They had different thoughts about their family but cared for each other.
- 4** They felt differently about the goal but wanted to achieve the same result.

Q: 4 How did the seagull cope with his fear of flying?

- 1** He distracted himself by closing his eyes.
- 2** He blocked out his fear and willed himself to be strong.
- 3** He felt challenged by the other seagulls and acted in a fit of rage.
- 4** He realised that flying came naturally to him by diving unknowingly.

Q: 5 Which of these factors were NOT responsible for the young seagull learning to fly?

- 1** the continuous efforts of his mother and father
- 2** the depth and vastness of the ocean beneath him
- 3** the hunger and weakness that was maddening him
- 4** the success of his siblings in diving and catching prey

Q: 6 Select the option that shows the correct relationship between the following statements.

- (1) The young seagull overcomes his fear and learns to fly.
(2) The fear of firsts vanishes when one takes the leap sometimes.

- 1** (1) is a supporting detail for (2). **2** (1) and (2) are unrelated.
3 (1) is true but (2) is false. **4** (1) contradicts (2).

BLACK AEROPLANE

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

I saw the clouds. Storm clouds. They were huge. They looked like black mountains standing in front of me across the sky. I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south. "I ought to go back to Paris," I thought, but I wanted to get home. I wanted that breakfast. 'I'll take the risk,' I thought, and flew that old Dakota straight into the storm. Inside the clouds, everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I couldn't believe my eyes: the compass was turning round and round and round. It was dead. It would not work! The other instruments were suddenly dead, too. I tried the radio. "Paris Control? Paris Control? Can you hear me?"

Q: 7 *They looked like black mountains standing in front of me across the sky.*

Which sentence uses the same figure of speech as used in the above lines from the extract?

- 1** My friend told me that his father could paint like Picasso.
2 The garage looked like it had not been cleaned in a long time.
3 Like any good cook will tell you, don't let the milk boil for too long.
4 I am a big fan of Sachin Tendulkar and would like to be a cricketer one day.

Q: 8 *Storm clouds. They were huge... It was dead. It would not work!*

In the extract, why has the author used short and abrupt sentences as shown above?

- 1** to emphasise the narrator's reckless nature
2 to convey the narrator's sense of urgency
3 to move easily from one topic to another
4 to make the text easier to read

Q: 9 Which of these best describes the narrator's decision to fly into the storm clouds?

- 1** mysterious and thrilling **2** selfish and uninformed
3 hasty and emotional **4** lazy and absurd

Q: 10 Read what four students said about the narrative style of the author.

Arjun: The first person narration of the story maintains an objectivity about the events as it forces the narrator to be neutral.

Bijoy: The first person narration of the story maintains a sense of mystery as we follow along with the narrator's thoughts instead of knowing everything beforehand.

Lucy: The first person narration of the story allows us to relate with the narrator as we are forced to look at the events through his perspective only.

Adiba: The first person narration of the story allows us to form a vivid picture of the events as if it is happening in real time.

With reference to the extract, which of the opinions mentioned above is NOT valid?

- 1** Arjun's **2** Bijoy's **3** Lucy's **4** Adiba's

Q: 11 Select the option that shows the correct relationship between (1) and (2).

(1) The narrator might have been able to fly through the storm if he was in a new aeroplane.

(2) Instruments in the narrator's aeroplane that were working well suddenly stopped functioning in the storm.

- 1** (1) is the result of (2). **2** (1) is the explanation for (2).
3 (1) is an inference based on (2). **4** (1) and (2) are independent of each other.

Q: 12 Which of these lines from the story supports the opinion stated below?

The story 'The Black Aeroplane' is a mystery.

1 "DS 088, I can hear you. You ought to turn twelve degrees west now, DS 088. Over."

2 I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south.

3 'He knows that I am lost,' I thought. 'He's trying to help me.'

4 So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks?

HOW TO TELL WILD ANIMALS

Q: 13 Choose the option that best shows the similarities among the animals in 'How to Tell Wild Animals'.

- (1) They all live in the east.
(2) They all have swift movements.
(3) They all are two-eared mammals.
(4) They all have their unique qualities.

- 1** (1) and (2) **2** (2) and (3) **3** (3) and (4) **4** (4) and (1)

Q: 14 *If when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear.
If you have any doubts, I guess
He'll give you just one more caress.*

Which of these best describes the poet's tone in the above lines from 'How to Tell Wild Animals'?

1

It is cautionary as the bear might attack anytime.

2

It is humorous as he compares a deadly attack to a hug.

3

It is analytical as he compares the bear to other animals.

4

It is full of wonder as he observes the bear in its natural habitat.

Q: 15 *And if there should to you advance
A large and tawny beast*

Which sentence uses the word 'advance' in the same way as used in the above lines from the poem 'How to tell Wild Animals'?

1 Alexander's army made an advance towards the fort.

2 Juno will advance in his learning, little by little, every day.

3 Cynthia asked for an advance payment for the work done.

4 Freddie wants to make a scientific advance that will change the world.

Q: 16 Which of these best describes the Bengal Tiger from 'How to Tell Wild Animals'?

1 It is loving and affectionate.

2 It is energetic and beautiful.

3 It is gigantic and leaps with grace.

4 It is hungry and craves human flesh.

Q: 17 *If there is nothing on the tree,
'Tis the chameleon you see.*

What does the poet imply about the chameleon in the above lines from 'How to Tell Wild Animals'?

1 it moves swiftly

2 it only lives on trees

3 it has the ability to camouflage

4 it does not have ears and wings

THE BALL POEM

Q: 18 *No use to say 'O there are other balls'*

Which of these is the poet conveying in the above line from 'The Ball Poem'?

1 There multiple choices in life.

2 What is lost is often irreplaceable.

3 Collecting things is a sign of greed.

4 Grown-ups can cope with loss easily.

Q: 19 Which of these best describes the poet's tone in 'The Ball Poem'?

- 1** It is rational as he analyses the incident like an experienced adult.
- 2** It is regretful as he is not able to console the boy even though he wants to.
- 3** It is indifferent as he says that one must not console the boy who is crying.
- 4** It is full of wonder as he observes the boy closely to discover the nature of loss.

Q: 20 Select the option that shows the correct relationship between (1) and (2) from 'The Ball Poem'.

- 1) The poet chooses not to intrude on the boy.**
- 2) The poet believes loss to be permanent and irreparable.**

- | | |
|--|--|
| 1 (2) is the meaning of (1) | 2 (2) is the opposite of (1) |
| 3 (2) explains the reason for (1) | 4 (2) is a fact and (1) is an opinion |

Read the given extract and answer the questions that follow.

ANIMALS

They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
Not one is dissatisfied, not one is demented with
the mania of owning things,
Not one kneels to another, nor to his kind that
lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.

Q: 21 According to the poet, the desire to own things_____.

- 1** is a type of sin
- 2** is a type of madness
- 3** can be seen in only some of the animals
- 4** makes human beings respectable in society

Q: 22 The poet suggests that humans 'whine'. This means that they_____.

- | | |
|------------------------------|---------------------------------|
| 1 shout loudly | 2 worry constantly |
| 3 complain repeatedly | 4 get discouraged easily |

Q: 23 According to the poet, which of these is true about animals?

- | | |
|---|---|
| 1 They are peaceful but unintelligent. | 2 They are respectful and happy. |
| 3 They are calm and satisfied. | 4 They are cunning but polite. |

Q: 24 Which word best describes the poet's attitude towards humanity?

- | | | | |
|---------------------|--------------------|------------------|-------------------|
| 1 revengeful | 2 apathetic | 3 mocking | 4 critical |
|---------------------|--------------------|------------------|-------------------|

Q: 25 After reading the extract, we can say that the poet is most likely_____.

- | | |
|---|--|
| 1 someone who loves his country | 2 someone who likes to live alone |
| 3 someone who doesn't believe in God | 4 someone who is respected in society |

A BAKER FROM GOA

Read the extract and answer the questions that follow.

In our childhood we saw bakers wearing a shirt and trousers which were shorter than full-length ones and longer than half pants. Even today, anyone who wears a half pant which reaches just below the knees invites the comment that he is dressed like a pader! The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil. Baking was indeed a profitable profession in the old days. The baker and his family never starved. He, his family and his servants always looked happy and prosperous. Their plump physique was an open testimony to this. Even today any person with a jackfruit-like physical appearance is easily compared to a baker.

Q: 26 *The author mainly focuses on the physical appearance of the baker in the above extract.*

Which of these lines from the extract justifies the above opinion?

- 1** *The baker and his family never starved.*
- 2** *The baker usually collected his bills at the end of the month.*
- 3** *Monthly accounts used to be recorded on some wall in pencil.*
- 4** *He, his family and his servants always looked happy and prosperous.*

Q: 27 *Monthly accounts used to be recorded on some wall in pencil.*

Which of these best explains the author's purpose for using 'some wall' in the above line?

- 1** to convey that bakers were very organised in their job
- 2** to show that bakers were not very worried about their income
- 3** to indicate that bakers had more customers than they could service
- 4** to show that bakers were not too advanced in the systems they used

Q: 28 Select the option which best describes the relationship between the following statements from the extract.

- (1)** *He, his family and his servants always looked happy and prosperous.*
- (2)** *Their plump physique was an open testimony to this.*

- 1** (2) gives a summary of (1)
- 2** (2) explains the meaning of (1)
- 3** (2) is an inference drawn from (1)
- 4** (2) supports the point made in (1)

Q: 29 *Even today, anyone who wears a half pant which reaches just below the knees invites the comment that he is dressed like a pader!*

Which of these best describes the author's tone in the above line?

- 1** neutral
- 2** playful
- 3** reflective
- 4** welcoming

Q: 30 Based on the extract above, what type of text is 'A Baker from Goa'?

- 1** a factual essay on past practices
- 2** a diary entry about one's life events
- 3** a research article which analyses a concept
- 4** a historical account written based on personal knowledge

Q: 31 Which of these best explains why the author chose 'A Baker from Goa' as the title for the text?

- 1** The author discusses his journey as a baker to describe the cuisines of Goa.
- 2** The author details the adventures of a baker to explore the cultural issues of Goa.
- 3** The author narrates the life of a baker to paint a vivid picture of Goa's cultural history.
- 4** The author recounts his childhood memories of home-baking to show Goa's rich traditions.

MIJBIL THE OTTER

Read the given extract and answer the questions that follow.

I made a body-belt for him and took him on a lead to the bathroom, where for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo. This, I was to learn, is a characteristic of otters; every drop of water must be, so to speak, extended and spread about the place; a bowl must at once be overturned, or, if it will not be overturned, be sat in and splashed in until it overflows. Water must be kept on the move and made to do things; when static it is wasted and provoking.

Q: 32 Which of these best describes the narrator's tone in the extract?

- 1** tired and exhausted
- 2** fascinated and playful
- 3** doubtful and surprised
- 4** informative and objective

Q: 33 ...and making enough slosh and splash for a hippo.

In the above line, why does the narrator compare Mijbil to a hippo?

- 1** to show how much water a small creature like Mijbil can displace
- 2** to note the similarity between the appearance of Mijbil and a hippo
- 3** to condemn the water wastage that happens due to an otter's actions
- 4** to give information on the natural behaviours of various water animals

Q: 34 Which of these shows the usage of 'must' as it has been used in the extract?

- 1** It is a must for all students to follow the rules set by the principal.
- 2** Our host must be wondering where we are because we are quite late.
- 3** You must brush your teeth everyday if you want them to stay white and hygienic.
- 4** She plays these odd games where she must eat only even number of vegetables.

Q: 35 How has the author learnt about the behaviour of otters?

- 1** He has used his bookish knowledge of otters to understand Mijbil better.
- 2** He has noted Mijbil's actions and compared them to those of other otters.
- 3** He has had past experiences with other otters and knows what Mijbil is likely to do.
- 4** He has observed Mijbil's actions and used that to understand what otters generally do.

Q: 36 *Water must be kept on the move and made to do things; when static it is wasted and provoking.*

The underlined part of the above line is the narrator's _____ of Mijbil's reason for moving water.

- | | |
|----------------------------------|------------------------------------|
| 1 factual description | 2 scientific explanation |
| 3 practical demonstration | 4 subjective interpretation |

Read the given extract and answer the questions that follow.

MADAM RIDES THE BUS

The bus slowed down to a crawl, and the conductor, sticking his head out the door, said, "Hurry then! Tell whoever it is to come quickly."

"It's me," shouted Valli. "I'm the one who has to get on."

By now the bus had come to a stop, and the conductor said, "Oh, really! You don't say so!"

"Yes, I simply have to go to town," said Valli, still standing outside the bus, "and here's my money." She showed him some coins.

"Okay, okay, but first you must get on the bus," said the conductor, and he stretched out a hand to help her up.

"Never mind," she said, "I can get on by myself. You don't have to help me."

The conductor was a jolly sort, fond of joking. "Oh, please don't be angry with me, my fine madam," he said. "Here, have a seat right up there in front. Everybody move aside please – make way for madam."

Q: 37 *"Hurry then! Tell whoever it is to come quickly."*

What is the conductor's assumption while saying the above line?

- 1** The child is trying to catch the bus for her own self.
- 2** The passengers in the bus are getting extremely impatient.
- 3** The child is trying to stop the bus for an adult family member.
- 4** The adults who should be supervising Valli are being very irresponsible.

Q: 38 *"Oh, really! You don't say so!"*

The above line conveys the conductor's _____.

- 1** definite refusal to give a ticket to Valli to board the bus
- 2** total surprise on learning that Valli will be travelling alone
- 3** serious command to Valli to not say such things as a child
- 4** excited exclamation over the money that he will earn from Valli

Q: 39 Which of these can we say about Valli after reading the extract?

- 1** She wants to change how adults view children.
- 2** She wants to save money to seem responsible.
- 3** She wants to be seen as an independent person.
- 4** She wants to rebel against everyone who questions her.

Q: 40 When the conductor calls Valli 'madam', he is being _____ her.

- | | | | |
|---------------------|---------------------|----------------------|-----------------------|
| 1 a bully to | 2 helpful to | 3 formal with | 4 playful with |
|---------------------|---------------------|----------------------|-----------------------|

Q: 41 ...“and here’s my money.” She showed him some coins.

Why does Valli show the conductor the money at this moment in the extract?

- 1** to show-off the money she saved so painstakingly
- 2** so that the conductor does not think that she is poor
- 3** to prove to the conductor that she can afford the ticket
- 4** so that she is called 'madam' by all the adults in the bus

Read the given extract and answer the questions that follow.

Day after day she watched the bus, and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if just once. This wish became stronger and stronger, until it was an overwhelming desire. Valli would stare wistfully at the people who got on or off the bus when it stopped at the street corner. Their faces would kindle in her longings, dreams, and hopes. If one of her friends happened to ride the bus and tried to describe the sights of the town to her, Valli would be too jealous to listen and would shout, in English: “Proud! proud!” Neither she nor her friends really understood the meaning of the word, but they used it often as a slang expression of disapproval.

Q: 42 Which of these best describes Valli's desire to ride the bus in 'Madam Rides the Bus'?

Q: 43 Which of these is true about Valli and her friends?

- 1** They have all travelled in a bus.
- 2** They are not very fluent in English.
- 3** They all want to ride the bus together.
- 4** They do not go to any school for education.

Q: 44 'The Tale of Custard the Dragon' is a fantasy ballad.

Which of these options supports the above statement?

- 1** that Belinda has a pet dragon
- 2** that everyone mocked custard
- 3** that the pirate was loaded with weapons
- 4** that Mustard vanishes at the sight of danger

Q: 45 Re-arrange the following events as they occur in the poem 'The Tale of the Custard Dragon'.

- (I) Belinda's house is attacked by a Pirate.
- (II) Belinda and the animals make fun of Custard.
- (III) The animals are frightened beyond their wits.
- (IV) Mustard justifies why he was unable to be brave.

- 1** (II) - (IV) - (III) - (I)
- 3** (III) - (IV) - (I) - (II)

- 2** (I) - (II) - (IV) - (III)
- 4** (II) - (I) - (III) - (IV)

Q: 46 Which of these can be concluded about Ink, Blink and Mustard after reading 'The Tale of Custard the Dragon'?

- | | |
|---|---|
| 1 They were boastful creatures. | 2 They were courageous warriors. |
| 3 They were obedient towards Belinda | 4 They were kidnappers sent by the pirate. |

Q: 47 ...And Ink and Blink chased lions down the stairs

What does the underlined phrase from 'The Tale of Custard the Dragon' convey about Ink and Blink?

- | | |
|------------------------------|------------------------------|
| 1 how fast they were | 2 how loyal they were |
| 3 how large they were | 4 how brave they were |

Q: 48 Why do you think Lencho from 'A Letter to God' is able to predict the forthcoming rainfall even before the clouds appear? Answer in 20-30 words. [2]

Q: 49 In 20-30 words, compare the theme of the poem 'Fire and Ice' with the poet's tone. [2]

Q: 50 In the poem 'Fire and Ice', which literary device are fire and ice examples of? In 40-50 words, explain why the poet uses them. [3]

Q: 51 In 30-40 words, describe the mood of 'His First Flight' towards the end of the chapter. Support the answer with an example from the text. [2]

Q: 52 *His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away.* [4]

In the above line from 'His First Flight,' do you think the seagull's parents took the right approach to make him fly? In 100-120 words, justify your stance with two reasons.

Q: 53 *I was very happy to go behind the strange aeroplane like an obedient child.* [2]

In 20-30 words, explain why the narrator said the above line in the story 'The Black Aeroplane'.

Q: 54 *The pilot in the black aeroplane was an illusion created by the narrator's own mind.* [5]

Justify the above opinion with reference to the story 'The Black Aeroplane'. In 100-120 words, mention two reasons why you think the narrator's mind may have played this trick.

Q: 55 In 20-30 words, describe your reaction if you were to come across one of the animals in 'How to Tell Wild Animals' in real life? [2]



Q: 56 In 40-50 words, mention two of your favourite animals from 'How to Tell Wild Animals' with a reason supporting each choice. [3]

Q: 57 If you were to compare the animals from the poem 'How to Tell Wild Animals' to people, what personalities would these people have? Pick any two animals from the poem and describe their human counterparts in 100-120 words. [4]

Q: 58 *He senses first responsibility
In a world of possessions.* [2]

In the above lines from 'The Ball Poem', what does the poet mean when he says that the boy senses 'first responsibility' after losing the ball? Answer in 20-30 words.

Q: 59 What is the boy's loss of his ball used as a metaphor for in 'The Ball Poem'? Support your answer with one point of evidence from the poem in 40-50 words. [3]

Q: 60 Identify and explain the literary devices in this poem. [4]

*What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over – there it is in the water...*

In the above lines from 'The Ball Poem', the poet uses imagery and repetition. In 100 words, identify both these literary devices and the effect of each one on the reader.

Q: 61 Who would Anne consider a real friend based on 'The Diary of Anne Frank'? Describe in 20-30 words. [2]

Q: 62 How does Anne Frank's writing engage readers? Comment on any one aspect with evidence from 'The Diary of Anne Frank' in 40-50 words. [3]

Q: 63 In 'The Diary of Anne Frank', how does Anne Frank feel about Mr Keesing's essay assignments and what is her purpose for writing them? Describe what this tells us about her in 100-120 words. [5]

Q: 64 Peggy has her way of 'having fun' with Wanda in the school yard but she also appreciates Wanda's talent while not being declared the winner herself. How would you describe Peggy's character? In 40-50 words, support your answer with evidence from 'The Hundred Dresses-I'. [3]

Q: 65 *There was one boy named Bounce, Willie Bounce, and people thought that was funny, but not funny in the same way that Petronski was.* [3]

How was Wanda's surname 'funny'? What happened to Wanda because of her 'funny' surname? Answer in 40-50 words with reference to 'The Hundred Dresses-I'.

Q: 66 State two ways in which Wanda's seating position is different from Peggy and Maddie's [5]
seating positions. What kind of a student gets to occupy the front seats? Answer in 100-120 words with reference to 'The Hundred Dresses-I'.

Q: 67 In 'The Hundred Dresses-II', whose behaviour do you think was worse: Peggy's teasing [3]
or Maddie's silence? Answer with a reason in 40-50 words.

Q: 68 Imagine you are Wanda from 'The Hundred Dresses-II'. You feel bullied and humiliated [3]
by Peggy's behaviour. In 40-50 words, describe any two steps you would take to deal with bullying effectively.

Q: 69 *She had a very sick feeling in the bottom of her stomach.* [3]

Identify Maddie's emotion in the above line from 'The Hundred Dresses-II'. Why did she feel this way after Miss Mason read the letter to the students? Answer in 40-50 words.

Q: 70 Do you think Maddie's and Peggy's reasons for wanting to visit Wanda in Boggins [3]
Heights were different? In 40-50 words, justify your stance with a reason from 'The Hundred Dresses-II'.

Q: 71 In 20-30 words, explain what the poet of 'Animals' means when he says that humans [2]
kneel to their own kind from thousands of years ago.

Q: 72 *I wonder where they get those tokens,* [3]
Did I pass that way huge times ago and negligently drop them?

In 40-50 words, explain the metaphor in the above lines from the poem 'Animals'.

Q: 73 In the poem 'Animals', what qualities of animals fascinate the poet? Why does he say [3]
that he wants to 'turn and live' with them? Explain in 40-50 words.

Q: 74 *Unlike Animals, human beings are restless because they are conscious of their own* [5]
life, thoughts and emotions.

In 100-120 words, justify the opinion above with reference to the poem 'Animals' by Walt Whitman.

-
- Q: 75** In the poem 'Animals', the poet states that humans are discontented with their lives and have become materialistic. In 100-120 words, explain why humans might have adopted these values and how it affects them. [5]
-
- Q: 76** How does the author establish that the *pader* is an important part of Goan society? Support your answer with one example from 'A Baker from Goa' in 40-50 words. [3]
-
- Q: 77** How does the author create a sense of nostalgia in the story 'A Baker from Goa'? Support your answer with one piece of evidence from the story in 40-50 words. [3]
-
- Q: 78** With reference to 'A Baker from Goa', describe any two aspects of Goan lifestyle which show Portuguese influence. In 100-120 words, support each aspect with evidence from the text. [4]
-
- Q: 79** *I do, however, prefer to step aside for wild elephants.* [2]
- What is the tone of the above line from the text 'Coorg'? What does the author want to indicate in this line? State your response in 20-30 words.
-
- Q: 80** Which time of the year would you recommend someone to visit Coorg? Justify your answer with details from the text 'Glimpses of India: Coorg' in 40-50 words. [3]
-
- Q: 81** Which aspects of Coorg does the author explore from a historical perspective? Describe any two aspects in detail in 40-50 words. [3]
-
- Q: 82** *The text 'Glimpses of India: Coorg' is only a factual description of the place and its culture.* [5]
- In 100-120 words, state your opinion on the above statement and justify it with any two points about the author's writing style and its effects on the reader.
-
- Q: 83** Briefly describe any one event from the story 'Mijbil the Otter' that shows that otters are intelligent creatures. Answer in 20-30 words. [2]
-
- Q: 84** How does Mijbil's behaviour change after a few days as compared to the night when he's first brought home by the narrator in 'Mijbil the Otter'? Why do you think this change happens? Answer in 40-50 words. [3]

Q: 85 *It is, in effect, a thralldom to otters, an otter fixation, that I have since found to be shared by most other people, who have ever owned one.* [5]

What does the narrator mean to convey in the above statement? Explain any two pieces of evidence from 'Mijbil the Otter' that support this statement in 100-120 words.

Q: 86 *Her first journey – what careful, painstaking, elaborate plans she had had to make for it!* [2]

The above is a line from 'Madam Rides the Bus'. Why do you think Valli put in so much effort in planning for this journey? State a reason in 20-30 words.

Q: 87 The boy in 'The Ball Poem' loses his ball and Valli in 'Madam Rides the Bus' encounters the death of a cow. What is similar about what the two characters learn from these experiences? State your response in 40-50 words. [3]

Q: 88 In the story 'Madam Rides the Bus', the elderly woman in the bus keeps enquiring after Valli because she is a child. What assumptions could she have about children? Do you think these assumptions are justified when applied to Valli? State why or why not in 100-120 words. [5]

Q: 89 Read the line given below from the poem 'The Tale of Custard the Dragon'. What effect do the words 'realio, trulio' have on the poem? [2]

*Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio, daggers on his toes.*

Q: 90 *Custard was not treated properly by Belinda and his fellow animals.* [2]

Justify the above statement in 20-30 words with an example from 'The Tale of Custard the Dragon'.

Q: 91 In 40- 50 words, analyse any one of Custard's qualities with an example from 'The Tale of Custard the Dragon'. [3]

Q: 92 *Imagery and Personification are used abundantly in 'The Tale of Custard the Dragon'.* [4]

State one evidence each for their usage and analyse the author's purpose behind it in 100-120 words.

Q: 93 The play 'The Proposal' highlights the social and practical necessities of marriage. Support this statement in about 120 words with reference to each character. [4]

Section 3 – First Flight – Answer Key



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	3
2	2
3	4
4	4
5	2
6	1
7	1
8	2
9	3
10	1
11	3
12	4
13	4
14	2
15	1
16	4
17	3
18	2
19	1
20	3
21	2
22	3
23	3
24	4
25	3
26	4
27	2
28	4
29	2
30	4
31	3

Q.No	Correct Answers
32	2
33	1
34	4
35	4
36	4
37	3
38	2
39	3
40	4
41	3
42	2
43	1
44	4
45	1
46	4



Q.No	Teacher should award marks if students have done the following:	Marks
48	<p>Sample Answer: Lencho is able to predict the forthcoming rainfall as he is a farmer and his livelihood depends on the weather. He is in touch with nature and can read its signs well.</p>	0
	<p><u>Content</u></p> <p>◆ States the reason for Lencho being able to predict the forthcoming rainfall (he's a farmer/his vocation requires him to be in touch with nature/he's conscious of the weather cycles as his harvest depends on it)</p> <p><i>Accept any other response that is synonymous to the stated reasons.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
49	<p>Sample Answer: The theme of the poem is that of destruction and the end of the world, which is a grim subject. The tone of the poem however, does not reflect this seriousness and is conversational and assertive.</p>	0
	<p>Content</p> <p>◆ Correctly states the tone of the poem [0.25 marks] (conversational/casual/calm and collected)</p> <p>◆ Correctly states the theme of the poem [0.25 marks] (serious/grim/end of the world/sombre/destruction)</p> <p>◆ States the relationship between the theme and tone [0.50 marks] (the theme and the tone of the poem are contradictory/the tone does not reflect the seriousness of the theme)</p> <p>Accept any other valid answer supported by the poem.</p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
50	<p>Sample Answer: In the poem, fire and ice are examples of symbolism. The poet uses them as they paint a vivid picture of destruction in our minds. We can easily imagine humanity being destroyed by raging fires as well as extreme winters. The symbols help the poet to create a lasting impression of emotions like desire and hate which are difficult to visualise by themselves.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States that 'fire' and 'ice' are examples of symbolism/Literary device used is symbolism [1 mark] ◆ States a reason for the poet employing this literary device [1 mark] <p>(makes it easier to visualise abstract ideas/paints a vivid picture in our minds/emphasise the extreme outcomes of desire or hate left unchecked)</p> <p><i>Accept any other valid reason supported by the poem.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
51	Sample Answer: When the young seagull finally takes his first flight, the mood is one of celebration. The seagull's family stops threatening him and instead praise him for his first flight by giving him scraps of food and shouting with happiness.	0
	<u>Content</u> ◆ States the mood at the end of the story [0.50 mark] (celebration/feeling of accomplishment/joy/happiness/satisfaction/victorious/triumphant) ◆ Provides textual evidence for the mood [0.50 mark] (family was screaming, praising him and offering him scraps of food) <i>Accept any other valid response supported by the text.</i>	1
	<u>Expression</u> ◆ Presents a logical connection between the ideas [0.50 mark] ◆ Uses correct grammar, spelling and other language mechanics [0.50 mark] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
52	Sample Answer: No, I believe that their approach was incorrect because they let their anger take the decision for how to teach the young seagull. This might have made him feel abandoned and unsupported. The parents should have accepted his fear instead of threatening him and let his siblings tease him for it. Rather, they taunted him with his cowardice and isolated him. This added to his fear which affected his confidence and discouraged him. He quietly hid inside the little hole under the ledge. This made him feel that he would never be able to fly like his brothers and sister.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Clearly indicates the stance on the appropriateness of the parents' behaviour [1 mark] (No, it was the wrong approach/Yes, it was the right approach)</p> <p>◆ Justifies the stance with two reasons [1 mark] (No: his parents were angry/unsupportive/distant and left him to fend for himself; Yes: his parents were worried/wanted him to take the leap/pushed him as much as they could/if they had kept up his supply of food he would have become dependent on them)</p> <p><i>Accept any other valid interpretation.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
53	<p>Sample Answer: The narrator's aeroplane's systems started malfunctioning inside the storm clouds. So, when the pilot of the black plane signalled to him, he was happy to follow because he had no other way out.</p>	0
	<p><u>Content</u></p> <p>◆ Explains why the narrator said the given line</p> <p>(narrator had no choice as he was in a desperate situation/narrator felt that the pilot of the black aeroplane would guide him to safety/felt that the other pilot could be trusted)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
54	<p>Sample Answer: When the narrator landed at the airport, he went to the woman in the control tower to ask for the other pilot. He was told that there was no other flight in the area apart from the one in which he came. Moreover, the other airplane itself did not have any lights on it's wings and seemed to mysteriously appear beside him.</p> <p>I think that the narrator's mind must have created this illusion so that he could calmly get himself out of the situation without panicking. Since all the systems in the plane had stopped working, he needed to rely on his instincts to survive. This may have happened because it was a life-or-death situation in which his mind must have been in a heightened state.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Justifies the given opinion with reference to the text [1 mark] <p>(the woman in the control tower said that there was no other plane flying in the area/the black aeroplane was flying in the storm without any lights/the narrator was able to see the other plane and the waving pilot even though it was extremely dark and he couldn't see much of anything else)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <ul style="list-style-type: none"> ◆ States two reasons why they think the narrator experienced this illusion [2 marks] <p>(the narrator was in a life or death situation and wasn't able to think clearly/the narrator couldn't consciously think of a way out but his mind knew what to do due to years of training/his mind played a trick on him so that he could remain calm in the situation)</p> <p><i>Accept any other valid answer.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
55	<p>Sample Answer: If I were to come across the lion, I would be excited to see them from a safe distance because it is hard to find wild animals in the city.</p>	0
	<p><u>Content</u></p> <p>◆ States a possible reaction in the event of coming across one of the animals from the poem.</p> <p>(If I saw the lion/Bengal tiger/leopard, I would be scared and run away to protect myself from possible attacks/if I saw the bear, I would try to play dead/if I came across a hyena, I would try to observe them walk from afar/if I came across a crocodile, I would offer them food from afar/if I came across a chameleon, I would quietly observe them change colour)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
56	Sample Answer: Two of my favourite animals from the poem are the Chameleon and the Asian Lion. The Chameleon's ability to camouflage itself and attain a colour similar to its background, fascinates me. Moreover, the Lion's mighty roar and tawny coat make it one of my favourites.	0
	<u>Content</u> ♦ Mentions two favourite animals from the poem [1 mark] (Hyena/Crocodile/Lion/Leopard/Bengal Tiger/Chameleon/Bear) ♦ Mentions one reason supporting each choice [1 mark] (I like the Hyena because it seems to be a happy animal/Crocodile because it is sensitive/Lion because it is powerful/Tiger because it roams around gracefully/Leopard because it is dangerous and gives me a thrill /Chameleon because it is hard to find/Bear because it is loving/strong) <i>Accept any other valid response supported by the text.</i>	2
	<u>Expression</u> ♦ Presents a logical connection between the ideas [0.50 marks] ♦ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i>	1
57	Sample Answer: The leopard can be a parallel for someone who will cause harm. Just like a leopard will not stop attacking even after one cries for help, a person with such leopard-like tendencies will possibly cause more damage than good. They will try to hurt others around them and cause pain. Further, an animal like a hyena may be a metaphor for a person who pretends to harbour good intent and 'smile' on the outside. However, like the hyena, they may prey on others and use them for their gain. Innocent people may not be able to sense their duplicity and may fall prey to their underhanded ways.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Describes two personalities in comparison to two animals from the poem (the lion can be interpreted as an example of a person who is loud and scary/the leopard can be taken as a parallel for a person who intentionally causes harm and continues causing damage to others/a bear may signify someone who is friendly and affectionate/a hyena may stand for someone who pretends to be friendly but may have harmful intentions/a crocodile may be a metaphor for someone who pretends to be troubled but is not)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
58	<p>Sample Answer: The boy learns that he must be responsible for the things that he owns as they can be lost or taken away from him easily.</p>	0
	<p><u>Content</u></p> <p>◆ States what the poet means by the given phrase</p> <p>(he means that the boy realises that he must be responsible for his own belongings as things can be lost or stolen/the boy needs to take care of his possessions)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
59	<p>Sample Answer: The boy's loss of his ball has been used as a metaphor for the painful transition into adulthood. The poet states that the child is learning about the nature of loss that he will have to deal with at many points in life.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains metaphor in the poem [1 mark] <p>(loss of childhood/onset of adulthood/transition from childhood to adolescence/adulthood/loss/grief in life)</p> <p><i>Accept any variations of the given responses.</i></p> <ul style="list-style-type: none"> ◆ Supports the answer with evidence from the text [1 mark] <p>(the poet relates the boy's loss with his understanding of material possessions/the poet states that the boy is learning about the nature of loss/the poet connects the event of the boy losing the ball to the general presence of loss throughout life)</p> <p><i>Accept any responses directly supported by the text.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
60	<p>Sample Answer: The poet uses repetition in the poem, emphasising 'what' thrice in the first two sentences. This helps him draw attention to the boy's loss and the feelings of anger and sadness this has caused. On a deeper level, repetition helps him show the loss of purpose and emptiness which accompanies loss in life. He uses repetition in the word 'merrily' which helps highlight the ball's movement, 'bouncing, down the street.' This allows an emphasis on the sudden nature of loss which happens when one least expects it. Thus, the literary devices enable the poet to highlight the seriousness of loss. He also explores the nature and impact of loss through these devices.</p>	0
	<p><u>Content</u></p> <p>◆ States textual evidence of imagery and repetition [1 mark]</p> <p>('What' thrice/'merrily' twice/bouncing down the street/movement of the ball through the street)</p> <p>◆ Analyses the usage of literary devices by the poet [1 mark]</p> <p>(What has been repeated thrice/ to show loss of purpose/aimlessness/emptiness that loss brings/the poet may also have used to highlight feelings of sadness/anger/frustration felt by the boy/unexpected nature of loss)</p> <p><i>Accept any other valid interpretation.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
61	Sample Answer: Anne would call someone a real friend if she could share whatever is in her heart and confide in him or her. She would be able to get very close to such a person.	0
	<u>Content</u> ◆ Describes at least one aspect of Anne Frank's idea of a true friend (someone she can confide in; someone with whom she can share whatever is on her mind/someone who has the patience to listen/someone who she can get very close to/someone with whom she doesn't just talk about ordinary things or just have fun)	1
	<u>Expression</u> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
62	Sample Answer: I think Anne Frank's writing engages readers because it is easy for readers to understand her story. For instance, before she starts her first entry, she gives a brief sketch of her life. This background information helps the reader to understand her context.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Identifies any one aspect that makes Anne's writing engaging [1 mark]</p> <p>(attempts to explain her thoughts in a clear manner/gives context or background to help her readers understand her stories better/explains her rationale for keeping a diary before she makes her first entry/events are clearly described in a chronological order/uses a humorous tone/uses rich adjectives and feeling words to describe situations/writes honestly about how she feels and what her intentions are/opens up deeply in her writing/doesn't just jot down facts but analyses people and their actions and reactions)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p>◆ Supports the analysis with evidence from the text [1 mark]</p> <p>('Let me explain so it more clear'/provides a brief biosketch of her life/narrates the incidents with Mr Keesing by focusing on her intentions and people's reactions, which makes it fun)</p> <p><i>Accept any other valid responses supported by the text.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
63	<p>Sample Answer: Anne takes Mr Keesing's essay assignments as a challenge. She thinks Mr Keesing is either trying to teach her a lesson or make fun of her by doing so. Therefore, for the first essay, her purpose is to convince Mr Keesing of the importance of talking and why it is impossible for her to talk less. For her third essay, she tries to be inventive and composes a poem to humour Mr Keesing. Both these incidents show us that Anne is a creative person who takes challenges in her stride. After the submission of all her essays, she is also successful in being permitted to talk in class. This also shows that she is a good writer.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States how Anne feels about the essay assignments [1 mark]</p> <p>(she takes them as a challenge/thinks Mr Keesing wants to teach her a lesson or make fun of her/she sees it as an opportunity to change Mr Keesing's mind)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p>◆ States Anne's purpose for writing the essays [1 mark]</p> <p>(to convince Mr Keesing that talking is a student's trait/to explain that her talking is inherited from her mother so it is inevitable/to humour Mr Keesing by writing a funny poem about talking/to be creative and inventive/so that Mr Keesing lets her talk in his class)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Analyses Anne's character based on the essay writing [1 mark]</p> <p>(she takes challenges in her stride/she is a smart and clever student/she is inventive and creative/she is a good writer with an ability to convince or charm her readers)</p> <p><i>Accept any other responses that logically relate to the essay incidents.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
64	<p>Sample Answer: I think Peggy comes across as selfish. When she bullies Wanda, she does not consider the impact her actions could have on Wanda and thinks it is ok. At the same time, she is also an honest person who is able to appreciate Wanda's work as a budding artist.</p>	0
	<p><u>Content</u></p> <p>◆ Identifies any two traits of Peggy as contradictory [1 mark]</p> <p>(complex/contradictory/childish/honest/caring/cruel and a bully/unaware/entitled/selfish/a bully but also kind/not empathetic/unaware of her actions but also has a good eye for details)</p> <p><i>Accept any other valid interpretation.</i></p> <p>◆ Supports the trait with any one piece of evidence from the story [1 mark]</p> <p>(she saves animals and comforts children who are bullied/she does not make Wanda cry/she is a good student who is also popular/she accepts defeat and gives credit where it is due/constantly justifies her behaviour)</p> <p><i>Accept any other valid response supported by the story.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
65	<p>Sample answer: The name Petronski indicates that Wanda is a Polish immigrant. The other American students in her school made fun of the name and used it to bully Wanda when the teacher was not supervising the students, such as outside the classroom.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content:</u></p> <p>◆ Interprets the meaning of <i>funny</i> as discriminatory [0.50 marks]</p> <p>(Petronski reveals Polish identity/it is funny because Americans find it difficult to pronounce/it is funny because it is not American)</p> <p><i>Accept any interpretation that relates it to a larger social issue.</i></p> <p>◆ Recalls Wanda's treatment as representative of how immigrant students can be treated [1 mark]</p> <p>(bullied in school/ had no friends/travelled alone from and to school/seen as poor and bullied for it/possible that she only got the last bench of the classroom to sit on/experienced name-calling by the other students/ called by racial slurs such as 'Pollack')</p> <p><i>Accept any valid response supported by the story.</i></p>	1.5
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	1.5
66	<p>Sample Answer: Wanda sits at the back of the classroom, the place where the 'rough boys', who are shown as ill-mannered people, sit. It is also the place where people with muddy feet and poor grades sit. Peggy and Maddie, on the other hand, sit at the front which is where the students who get good marks and have clean shoes sit. The story indicates that students who can afford to look presentable, travel to school safely, i.e. students who are rich, and are academically bright usually sit in the front seats.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Contrasts the seating positions with any two points from the story [2 marks]</p> <p>(Peggy and Maddie sit in the front and Wanda sits at the back/front seats are for students who get good marks and backseats have students with poor grades/front seats have people who look presentable and backseats have people who have muddy shoes/front seats have people who are interested in academics and backseats have people who don't take studies seriously or joke around)</p> <p><i>Accept any other response that is supported by the story.</i></p> <p>◆ Infers any one characteristic of a student who sits in the the front seats [1 mark]</p> <p>(rich/academically gifted/bright/topper/travels to school without getting dirty/gets good marks/has upper-class values and manners)</p> <p><i>Accept any other valid interpretation of the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
67	<p>Sample Answer: I think Maddie's behaviour was worse than Peggy's because she related with Wanda and could tell that she would feel humiliated by Peggy's questions. Maddie knew how Wanda might be feeling and did not do anything to stop it.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Clearly indicates a stance on the issue [0.50 marks]</p> <p>(I think Peggy's behaviour was worse/I think Maddie's behaviour was worse)</p> <p>◆ Supports the stance with a reason [1 mark]</p> <p>(Peggy: if she never teased Wanda, there would never be a problem/she had a thoughtless behaviour/she started and encouraged the humiliating treatment of Wanda/she was an influential girl who should have been more careful of what she was encouraging/she never realised how her actions impacted Wanda/she kept justifying her behaviour towards Wanda/she thought Wanda was too dumb to feel bad; Maddie: she let injustice happen when she could have stopped it/she was aware of Wanda's feelings/she related with Wanda but did nothing to help her/she herself remarks that her silence was cowardice and worse than Peggy's behaviour/Peggy did not even know how Wanda was feeling but Maddie knew)</p> <p><i>Accept any other valid reason.</i></p>	1.5
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
68	<p>Sample Answer: As Wanda, I would talk to one of my teachers in school, someone I trust, and inform him/her of the situation so that they can stop bullying from happening in school. I would also tell a close friend so he/she can make me feel safe and comforted.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States two strategies to deal with the problem of being bullied</p> <p>(I would inform my teacher/I would tell my parents/I would confront Peggy directly/I would write a note to Peggy asking her to stop/I would ask Peggy questions about why she thinks this is ok/I would explain to Peggy how her behaviour impacts me/I would tell Miss Mason/I would carry out an anti-bully campaign in school/I would give a speech about my experiences of being bullied/I would go to a counsellor to deal with my feelings/I would engage in conversations about bullying with my classmates)</p> <p><i>Accept any strategy that can be considered a healthy and effective way of dealing with bullying.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
69	<p>Sample Answer: Maddie had a sick feeling because she felt guilty. She thought about how Wanda might have felt because of Peggy's teasing, but did not try to stop it. She thought her silence was as bad as Peggy's bullying.</p>	0
	<p><u>Content</u></p> <p>◆ Identifies the emotion in the line [0.50 marks]</p> <p>(she felt guilty/shameful/nervous/she had regrets/she was remorseful)</p> <p>◆ States a reason for Maddie's feeling [1 mark]</p> <p>(she was a silent spectator/she did not try to stop Peggy/her behaviour was worse than Peggy's because she was a coward/she knew how their actions could impact Wanda but she let it happen anyway/she wanted to do something to make things right with Wanda/she wanted to apologise to Wanda but did not know how)</p> <p><i>Accept any other valid response from the text.</i></p>	1.5



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
70	<p>Sample Answer : I think their reasons for visiting Wanda were different. Maddie wanted to go because she wanted to make amends with Wanda. Peggy wanted to see if Wanda had indeed left because of how they treated her. Maddie wanted to apologise, whereas Peggy wanted to confirm that she did not do anything wrong.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly indicates a stance on the question [0.50 marks] <p>(Yes/I think their reasons were different/No/I think their reasons were the same)</p> <ul style="list-style-type: none"> ◆ Justifies the stance with a reason from the text [1 mark] <p>(No: they both thought they caused Wanda to move away/they both wanted to check-in on Wanda/they both wanted to tell Wanda that she draws well; Yes: Maddie felt guilty but Peggy kept convincing herself and Maddie that they did right by Wanda/Maddie wanted to apologise but Peggy was only curious if Wanda left town or not/Maddie thought they bullied Wanda but Peggy thought Wanda was too dumb to realise this)</p> <p><i>Accept any valid response that is supported by the story.</i></p>	1.5
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5



Q.No	Teacher should award marks if students have done the following:	Marks
71	<p>Sample Answer: 'Kneeling to their own kind' refers to religion and worship. Many human beings practice the worship of saints and sages who lived thousands of years ago and gained followers by leading extraordinary, virtuous lives.</p>	0
	<p><u>Content</u></p> <p>◆ Explains the poet's statement</p> <p>(humans worship saints and sages/idolise old heroes/form religions around great people of the past/humans worship religious figures like Jesus Christ, Prophet Muhammad etc.)</p> <p><i>Accept any other valid answer.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
72	<p>Sample Answer: 'Tokens' refers to qualities like simplicity, innocence and satisfaction that humans once had but now, only animals do. The poet wonders if he was a part of their world a long time ago and has lost these traits during the course of evolution.</p>	0
	<p><u>Content</u></p> <p>◆ Explains the metaphor of 'tokens' [1 mark]</p> <p>(virtues/qualities once possessed by human beings now only possessed by animals - innocence/simplicity/satisfaction)</p> <p><i>Accept any valid interpretation supported by the poem.</i></p> <p>◆ Explains the metaphor in the last line [1 mark]</p> <p>(humans have lost the qualities of innocence, simplicity, calmness, placidity, self-contentedness and self-sufficiency during the course of evolution/humans have lost these values as they have become more materialistic/more industrial/more individualistic)</p> <p><i>Accept any valid interpretation supported by the poem.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
73	<p>Sample Answer: Animals are calm and are not generally upset by day to day happenings. They are happy with what they have and do not complain about their lives. The poet feels that animals reflect his true nature and so he'd rather live with them.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a quality of animals from the poem [1 mark] <p>(not upset by day to day happenings/placid and calm/do not complain about their condition/do not lose sleep over negative thoughts/have no conception of religion/aren't dissatisfied/are not materialistic/treat everyone equally/do not worry about their actions)</p> <p><i>Accept any valid response supported by the poem.</i></p> <ul style="list-style-type: none"> ◆ States a reason for the poet's desire [1 mark] <p>(the poet sees himself reflected in animals/animals remind him of his true nature/his true nature is much more similar to the nature of animals)</p> <p><i>Accept any valid interpretation supported by the poem.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
74	<p>Sample Answer: Humans are portrayed by the poet as restless creatures. They are aware of themselves and their surroundings and are anxious to change it. They lose sleep over thoughts of their flaws and shortcomings. They are filled with regret and are consumed with concepts like gaining respect and trying to achieve material wealth. This makes them miserable. Animals, on the other hand, are simple creatures who always live in the moment. Their actions are guided by simpler instincts and they do not pass their time in wasteful thoughts and self-reflection. This is why they are always calm and content and live their lives in harmony with nature.</p>	0
	<p><u>Content</u></p> <p>◆ Justifies the restless nature of man by citing relevant points of reference from the poem [1.50 marks]</p> <p>(are displeased with their condition/want to change themselves and their surroundings/feel regret over their actions/materialistic and want to feel respected/create religion and worship because of the awareness of their mortality)</p> <p><i>Accept any other valid answer supported by the poem.</i></p> <p>◆ States the nature of animals as different from man and justifies it by citing relevant points of reference from the poem [1.50 marks]</p> <p>(guided by simpler instincts/do not ruminate about themselves/are concerned only with survival/are calm and content)</p> <p><i>Accept any other valid answer supported by the poem.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p>Award the full allotted marks if there are two minor errors or one major error. <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
75	<p>Sample Answer: Human beings are manic about owning things and increasing their wealth. They are also constantly restless about their lives and are not satisfied with how much they have.</p> <p>Human beings live in societies where one has to earn his/her living. The more one earns, the more one can own and that makes people greedy. Therefore, human beings have become materialistic because they are always striving for more wealth. They are discontented because, unlike animals, they have the ability to think about their own actions and behaviours. So, they are anxious about the choices they make. They keep thinking about whether or not the choice they've made is the best one.</p>	0
	<p><u>Content</u></p> <p>◆ States one way each for how materialism and discontentment affect humans [1 mark]</p> <p>(discontentment: are always striving to change themselves and their lives/are easily swayed by things and experience negative emotions/cannot tolerate stagnancy/always looking for ways to improve/the moment one of their wishes or desires is fulfilled, another takes its place and so they always remain discontent with their lives/they are never satisfied with what they have;</p> <p>materialism: are always striving to acquire more wealth/have become greedy/want to improve their status in society/want to be powerful in society)</p> <p><i>Accept any other valid answer.</i></p> <p>◆ Gives one reason for why humans might have adopted each value [2 marks]</p> <p>(discontentment: have the ability to reflect on their own actions and behaviours/can critique themselves/compare themselves to other humans);</p> <p>materialism: live in large societies/possessions reflect status in society/money opens up new opportunities/money gives humans more power in society)</p> <p><i>Accept any other valid reason.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas [1 mark]</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
76	<p>Sample Answer: Bread is an integral part of the Goan society. It is essential to weddings and celebration of festivals like Christmas, in Goa. For instance, a wedding gift in Goa is 'meaningless' without the sweet bread <i>bol</i>. Therefore, the baker of the bread, the <i>pader</i>, is important in Goan society.</p>	0
	<p><u>Content</u></p> <p>◆ States that bread is an important part of Goan culture [0.50 marks]</p> <p>(it is integral to Goan celebrations/carries ceremonial significance/has rituals connected to it/wedding gifts are meaningless without it/any party or feast is incomplete without bread)</p> <p>◆ Supports the statement with an example from the text [1 mark]</p> <p>(sandwiches are prepared for engagement parties/cakes and <i>bolinhas</i> are essential for Christmas and other festivals/bread and baked goods are essential to celebrating special occasions in Goa)</p> <p><i>Accept any valid response that is directly supported by the story.</i></p>	1.5



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
77	<p>Sample Answer: The author creates a sense of nostalgia in the story by talking fondly of his childhood in Goa. He recollects his childhood memories of the pader. He revisits the joyous days when they would eagerly await bread bangles and peep into the pader's basket the slightest opportunity.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States how the author creates a sense of nostalgia [1 mark] (talks fondly of his childhood/tells us about the past from the perspective of his childhood self/describes the portuguese era with a lot of fondness/uses imagery to describe the setting of the olden times) <p><i>Accept any other valid answer supported by the text.</i></p> <ul style="list-style-type: none"> ◆ States an example from the text [1 mark] <p>(Bread bangles/the fragrance of bread loaves/pader as a friend, companion and guide/jingling thud of bamboo/children peeping into the pader's basket)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
78	<p>Sample Answer: Portuguese influence finds its way into many aspects of Goan life. In particular, it can be observed in the age-old baking practices and cultural traditions. The narrator mentions that even today, the mixers, moulders, and makers of loaves are carrying forward the Portuguese legacy of bread baking in Goa. They still use the old furnaces and go on rounds with a bamboo, selling their bread. These bakers are still known as 'pader' in Goa, which is originally a word used in Portuguese language. The culture around bread also spreads to marriages and other ceremonies. The Goans gift the sweet bread called bol during weddings.</p>	0
	<p><u>Content</u></p> <p>◆ States any two that carry portuguese influence [1 mark]</p> <p>(baking practices/festivals/clothes of the pader/marriage tradition/language influences)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p>◆ States two pieces of textual evidence supporting each of the points. [1 mark]</p> <p>(baker called 'pader'/tools used by the pader/fire burning bright in the furnace/use of bread in festivals like Christmas/weddings/with sandwiches being a staple at engagement ceremonies)</p> <p><i>Accept any other valid answer.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
79	<p>Sample Answer: The tone of this line is humourous. The author is saying that wild elephants can be dangerous.</p>	0
	<p><u>Content</u></p> <p>◆ Identifies the tone of the line [0.50 marks]</p> <p>(humourous/comedic/funny/playful/light/not serious/joking)</p> <p><i>Accept any synonyms of the given words for tone.</i></p> <p>◆ States the implied meaning of the line [0.50 marks]</p> <p>(we should be careful around wild elephants/wild elephants are dangerous/wild elephants can be unpredictable/we would get squished if we did not move out their way)</p> <p><i>Accept any response that relates to the tone of the line.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	1
80	<p>Sample Answer: September to March is considered the most pleasant months of Coorg as the weather is cool with light rain. Any time in these months would be recommended to visitors as they can explore Coorg. It rains heavily during the months of monsoon during which time, it is difficult to go outside.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States the pleasant months for visiting Coorg [0.50 marks]</p> <p>(September to March has pleasant weather; these months have light rain and good weather)</p> <p><i>Accept any variations of the given responses.</i></p> <p>◆ Briefly describes the climate of Coorg [1 mark]</p> <p>(it is cool and misty/it is favourable for evergreen forests/it is cloudy and rainy; monsoon months keep visitors away as the rains get heavy)</p> <p><i>Accept any responses directly supported by the text.</i></p>	1.5
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	1.5
81	<p>Sample Answer: The author explores the history of the cultural descent of the Coorgi people, their traditional wear called <i>kuppia</i> and mentions General Cariappa of the army. Regarding the traditional dress <i>kuppia</i>, the author traces its origins to the Arab dress <i>kuffia</i> which looks like a long coat, worn with a belt.</p>	0
	<p><u>Content</u></p> <p>◆ States two aspects of Coorg's history explored in the text [1 mark]</p> <p>(the origins of the Coorgi people/cultural heritage/descent of the Coorgi people/theories regarding the descent; the traditional dress/mentions of <i>kuppia</i> or <i>kuffia</i> ; history related to the Coorg Regiment)</p> <p>◆ Describes the aspects in detail [1 mark]</p> <p>(describes the theory of Greek or Arabic descent/describes the origins of the traditional dress/mentions the fact about General Cariappa from Coorg)</p> <p><i>Accept any variations of the given responses.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
82	<p>Sample answer: I disagree that Coorg as a text only deals with factual descriptions. While it does give the reader information on the climate, flora, fauna and culture of Coorg, the author's description also romanticises Coorg. After reading the text, one can imagine what Coorg looks like and could feel like to a visitor. The author makes use of imagery to describe the landscape and climate of Coorg. The reader also feels more connected to the various animals that can be found in Coorg. This could be because the author personifies the animals to describe them.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly indicates the stance as 'no' with a justification [1 mark] <p>(no/I disagree because the text romanticises Coorg/the facts about Coorg are stated alongside charming descriptions of the place)</p> <ul style="list-style-type: none"> ◆ States at least two effects on the reader [1 mark] <p>(reader feels energised/reader can visualise or imagine details in the text/feels connected to the objects described in the text/feels an urge to visit Coorg/feels entertained after reading it/reader may have had a few laughs while reading it/reader may have felt very informed after reading it)</p> <p><i>Accept any other valid interpretation.</i></p> <ul style="list-style-type: none"> ◆ States any two author strategies to explain the reader effects [1 mark] <p>(the author uses imagery/hyperbole/sarcasm/comedy or humour/phrases that romanticise Coorg/use of rich adjectives/mentions figures and numbers/personification of the animals)</p> <p><i>Accept any other valid interpretation.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
83	<p>Sample Answer: Mijbil runs to the bathtub and is able to open the tap with his paws. This shows that otters are intelligent because Mijbil would have learnt from observation that turning the tap makes water come out.</p>	0
	<p><u>Content</u></p> <p>◆ Identifies any one event from the story that shows the intelligence of otters</p> <p>(Mijbil is able to open the tap in the bathtub/Mijbil learnt to follow the narrator without a lead/Mijbil started responding to the narrator when he would call his name/Mijbil learnt how to dribble a ball and juggle objects/Mijbil learnt that a ball rolls on a slope and invented a game out of that/Mijbil was able to identify his owner while on the plane/Mijbil developed compulsive behaviours like children have of skipping a step or touching every seventh line, etc.)</p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
84	<p>Sample Answer: On the first night, Mijbil was indifferent and distant from the author. However, after a few days, he started showing a lot of interest and curiosity in his surroundings. I think this shift happened because Mijbil started feeling more comfortable around the narrator. Also, with the opportunity and freedom to explore the surroundings and not be caged.</p>	0
	<p><u>Content</u></p> <p>◆ States the change in Mijbil's behaviour as stated in the story [1 mark]</p> <p>(first night: indifferent/aloof/cold/distant/did not take much interest in the narrator; few days later: deeply curious/very expressive/slept close to the narrator/started showing his true colours or natural behaviour)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p>◆ States a reason for the change in Mijbil's behaviour [1 mark]</p> <p>(he became comfortable/the narrator and his house became familiar surroundings for him/he started feeling safe/he was not feeling shy and alienated anymore)</p> <p><i>Accept any other valid response that logically explains the shift.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
85	<p>Sample Answer: In the stated line, the narrator meant to convey that he became very attached to Mijbil and almost obsessed with what he did. His own life started revolving around Mijbil.</p> <p>The entire story describes Mijbil's actions in deep detail. The narrator also learns many things about Mijbil and knows about his habits. This suggests that while he observes Mijbil, he also takes a great interest to understand why Mijbil does certain actions. For instance, when the narrator describes what he learns about otters and water, he mentions some very specific actions that Mijbil does with water.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Deduces the meaning of the given line [1 mark]</p> <p>(it means that the narrator became obsessed with Mijbil/the narrator's life started revolving around Mijbil/the narrator grew very fond of Mijbil and was attached to him)</p> <p>◆ Supports the statement with any two pieces of evidence from the text [2 marks]</p> <p>(the entire story is about what Mijbil does and various events about him/the narrator describes certain things about Mijbil in such great detail that it seems like he has been observing Mijbil with a genuine interest/certain events in the story show us how the narrator feels about Mijbil: when Mijbil tries to get out of the box and the narrator cares for him instead of feeling irritated by him, etc.)</p> <p><i>Accept any valid responses supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
86	<p>Sample Answer: Valli made elaborate plans because this would be the first time that she would take a bus and travel outside town by herself. Being well-prepared probably gave her the confidence to do something so scary.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States a reason for Valli's elaborate planning</p> <p>(it was a novel experience for her/it was important for her to be informed and responsible since she was doing this alone/no other family member or adult was aware of her plans so nobody would be able to help her if something went wrong; she had to be sure that this plan would be successful/she was intimidated or scared by the idea but was also very curious to try it out and planning gave her some confidence/she was a curious and determined girl who wanted to ensure that her wish turns into reality/she could not afford the fare without being careful about saving her money/she had to resist temptation in order to save the money/she had never gone out of town before)</p> <p><i>Accept any valid reason supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
87	<p>Sample Answer: With the loss of his ball, the boy learns that while loss is painful, one learns to deal with it. For Valli, while the death of the cow initially saddens her, she doesn't let it continue to make her sad. Both experience loss as painful but understand it as something that one eventually has to cope with.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Compares both experiences of loss to each other</p> <p>(the boy learns that loss is inevitable and Valli thinks about how a beautiful cow became a lifeless creature/the boy learns that loss is irreplaceable and Valli learns that death is permanent/the boy learns that loss is painful but we learn to stand up on most days just like Valli accepts the death of the cow as something that she doesn't understand completely rather than being bogged down by it/both experience sadness initially from the loss of something they liked or loved/both the boy and Valli experience something that brings them closer to understanding the world/both gain insight into a harsh reality of life/both led quite sheltered lives until they experienced loss/both lose their naivete with their experience of loss)</p> <p><i>Accept any valid analysis supported by both texts.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
88	<p>Sample Answer: The adults around Valli are watchful of her. The elderly woman in the bus keeps asking her where she is going and if there is an adult accompanying her. This shows that she believes children should not travel alone as they are not very aware of their surroundings and may get lost easily.</p> <p>I think this assumption is not justified because Valli does not lose her way at any point. She knows exactly where she is going and how much time the journey will take. She successfully travels alone in the bus and comes back home safely as well. Therefore the old woman's assumption about children is not justified in Valli's case.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States at least two assumptions that the old woman could have about children [2 marks]</p> <p>(children cannot travel alone/they are not aware of their surroundings/they get lost easily/they have a poor sense of direction/they do not know how people or things in the world could harm them/they do not know how to take care of, or protect, themselves/they always need an adult to supervise them and take care of them/children are not supposed to behave like adults who can buy their own ticket and travel alone)</p> <p><i>Accept any valid interpretation supported by the text.</i></p> <p>◆ Clearly indicates the stance on the assumption [0.25 marks]</p> <p>(I agree/yes/it is justified/I disagree/no/it is not justified)</p> <p>◆ Supports the stance with a reason [0.75 marks]</p> <p>(Yes: we don't know if the assumption is justified or not because Valli never got down from the bus so she never had a chance to show that she can navigate independently/she was lucky that everyone was nice to her but anything could have happened/she did not have any answers for the old woman which could mean that she is not sure about travelling alone; No: Valli travelled and reached home safely/she had planned everything well in advance from saving money to finding out about the bus route and timings/she behaved responsibly by paying for her ticket and not getting tempted by a cold drink/she travelled in the bus like the other adult passengers/she knew exactly where she was going and how much time the journey would take)</p> <p><i>Accept any valid reason supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</p>	1
89	<p>Sample Answer: The words 'realio' and 'trulio' refer to 'really' and 'truly', respectively. They have been invented by the poet and repeated in different stanzas to enhance the rhythm and lyrical quality of the poem. Also, adds to the light-heartedness and comical quality of elements.</p>	0
	<p><u>Content</u></p> <p>◆ Analyses the effect of the words 'realio' and 'trulio' on the poem</p> <p>(makes the poem sing-song/makes the poem musical in nature/adds a rhythmic quality to the poem/makes the poem sound more appropriate to children because they are nonsensical words)</p> <p>Accept any other valid response supported by the text.</p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</p>	1
90	<p>Sample Answer: Custard was laughed at by Belinda and his fellow animals. Despite proving to be the bravest when the time came, he was mockingly called 'Percival' for being a coward.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Justifies the given statement with an example</p> <p>(he was laughed at by Belinda and the other animals/tickled/labelled as Percival mockingly for being a coward/for wanting a safe cage/was asked his age)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
91	<p>Sample Answer: One of the qualities of Custard that stands out is fearlessness. He shows courage when a pirate armed with weapons attacks the house. While everyone else flees, he attacks the pirate and gobbles him up in order to protect Belinda and his animal friends.</p>	0
	<p><u>Content</u></p> <p>◆ States one quality exhibited by Custard [1 mark]</p> <p>(bravery/courage/fearlessness/strength/humility/emotional/caring/patient)</p> <p><i>Accept any variations of the given responses.</i></p> <p>◆ Justifies answer with one example [1 mark]</p> <p>(Everyone else got scared but Custard saved the day by bravely fighting the pirate/despite the pirate being armed with pistols and a cutlass, Custard was fearless/he caught hold of the pirate and gobbled him up/says everyone is braver than me/cries for a safe cage/forgets his fear because friends are important/never retorts when others bully him)</p> <p><i>Accept any responses directly supported by the text.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
92	<p>Sample Answer: In 'The Tale of Custard the Dragon' the poet uses imagery to show Custard's strength by describing in detail his physical characteristics. He writes of his razor-like teeth, scales, spikes, pointy toes and fire spouting mouth. The poet also does this while describing the pirate, making him appear scarier by talking about how he was armed with pistols and a cutlass. With a wooden leg and a black beard, he instilled fear in Belinda and the animals. The poet uses personification to enhance the impact created by his words and gives Belinda's pets the ability to speak and think. Ink, Blink and Mustard tease Custard for his cowardliness. Moreover, when attacked by the pirate, the mouse strategizes to protect himself.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States one textual evidence for imagery and personification respectively [1 mark] <p>(focus on Custard's and the pirate's physical appearance/description of Custard's attack on the pirate/shows animals who can talk/dance/strategize)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <ul style="list-style-type: none"> ◆ Analyses the usage of imagery and personification [1 mark] <p>(creates vivid images to emphasise the scary nature of the pirate and demonstrates the strength of Custard/personifies Belinda's pets to draw attention to their activities/compares the dragon's nose to a chimney to show its ferocity/ highlights the dragon's attack on the pirate and show it's intensity/to bring the characters to life)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
93	<p>Sample Answer: Lamov didn't actually love Natalya but wanted to get married as soon as possible due to his age and poor health. He couldn't afford to wait to find 'real love'.</p> <p>Natalya was 25 years old and unmarried, which was unusual for the era, so she was under a lot of social pressure to get married. Her father describes her as a 'lovesick cat'. When the three of them get into a quarrel, they insult each other's families and clearly don't hold each other in high regard.</p> <p>Chubukov feels it is a burden to be the father of a 25 year old unmarried daughter and getting Natalya married is a 'weight off his shoulders'. He holds their hands and asks them to kiss each other and agree to get married.</p>	0
	<p><u>Content</u></p> <p>◆ Supports the given prompt with reference to each character</p> <p>(Lamov - didn't actually love Natalya/wanted to get married as soon as possible due to his age and health conditions/thought that he couldn't afford to wait to find 'real love'; Natalya - was 25 years old and unmarried which was unusual for the era, so there was social pressure for her to get married/was like a 'lovesick cat' who was desperate for marriage/was hostile towards Lamov but still agreed to marry him despite continuing their quarrel; Chubukov - felt it to be a burden to be the father of a 25 year old unmarried daughter/thought that getting Natalya married was a 'weight off his shoulders')</p> <p><i>Accept any other valid answer supported by the text.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1

About Educational Initiatives

Educational Initiatives (Ei) is working with the vision of creating a world where children everywhere are learning with understanding.

Ei leverages the twin levers of cutting-edge educational research and technology-based solutions to improve student learning outcomes through personalized adaptive learning solutions.

Ei has undertaken several projects with various government and civil society partners in India and abroad, serving students across different grades and socio-economic backgrounds.



Central Board of Secondary Education

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