

**Practice Questions – Marking Scheme**  
**Session: - 2022-23**  
**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**Grade X**

<b>Section A: READING SKILLS (20 Marks)</b>	
<b>Note:</b>	
<p>(i) 15-minute prior reading time allotted for Q-paper reading.  (ii) The Reading Section focuses on testing a candidate's ability to comprehend.  (iii) <b>Marks to be awarded</b> only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.</p>	
<b>I. Based on your understanding of the passage, answer the questions given below.</b>	
<b>10 Marks</b>	
<p><b>i.</b> <i>The search is done by examining the treasure trove of a documented past. This also holds true for the history of food.</i> (Paragraph 1)  Why would the author refer to cookbooks as a 'treasure trove'?</p> <p>A. because they contain recipes for rich foods  B. because writing them requires a lot of time and money  C. because they hold a wealth of information about the past  D. because writing recipes is considered a rewarding experience  (1 mark)</p>	
<b>Value Points</b>	<b>Guidance</b>
C. because they hold a wealth of information about the past	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p><b>ii.</b> Refer to the following from Paragraph 1:  Meng Shen: records of food consumed in court  King Nala: Pakadarpanam, the oldest book on cookery (Paragraph 1)  Which of the options display the MOST LIKELY the reason the first cookbooks were from royal households?</p> <p>A. The royalty was involved in the planning of all their meals.  B. The royalty wanted ordinary folk to know how to eat like kings.  C. The royalty had to be ready to serve special food to foreign visitors.  D. The royalty had the resources to create complex dishes and document them.  (1 mark)</p>	

Value Points	Guidance
D. The royalty had the resources to create complex dishes and document them.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p><b>iii.</b> <i>Cookbooks are a guiding light...</i> (Paragraph 2) Which of these options uses the same literary device as the line above?</p> <p>A. This cake is the heaven of taste! B. These grapes are as sweet as candy. C. These biscuits are delicious. They're the best! D. This recipe was so interesting. It jumped right off the page.</p> <p>(1 mark)</p>	
Value Points	Guidance
A. This cake is the heaven of taste!	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p><b>iv.</b> The author says "<i>cookbooks are a source of information to understand gender-specific roles.</i>" (Paragraph 2) State one of the ways how cookbooks could reveal information on gender-specific roles.</p> <p>(1 mark)</p>	
Value Points	Guidance
<p>Cooking-related tasks were mostly performed by women, so cookbooks may have been written by women for other women. / The authors of cookbooks written in the past may have mostly been men as only they were taught to write.</p> <p>(Accept any other valid response.)</p>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>
<p><b>v.</b> Provide one example of how cookbooks can be a source of information about trade and network.</p> <p>(1 mark)</p>	
Value Points	Guidance
<p>(Any one)</p> <ul style="list-style-type: none"> <li>● The ingredients used in the cookbooks could reveal the availability of resources for a community / the access to resources through trade.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul> <p><b>(1 Mark)</b></p>

<ul style="list-style-type: none"> <li>● The type of cuisine described in a cookbook could reveal the influence of trading with other regions.</li> </ul> <p style="text-align: center;">(Accept any other valid response.)</p>	
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**vi.** Complete the following with a phrase from paragraph 3.

Phrase	Meaning
_____	gradually progress from one stage to the next

(1 mark)

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

**vii.** *The social media chefs are here to stay.* (Paragraph 4)

Which of these best describes the tone in the above line?

- A. curious
- B. hopeful
- C. confident
- D. argumentative

(1 mark)

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

**vii.** Based on the passage, state any two reasons why more Indians are exploring the art of cooking.

1. \_\_\_\_\_

2. \_\_\_\_\_

(1 mark)

Value Points	Guidance
<p>(Any 2)</p> <ul style="list-style-type: none"> <li>● Because of the rise in the number of shows and documentaries about food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for 2 correct / relevant points.</li> <li>▪ Award ½ mark for 1 correct / relevant point.</li> </ul>

<ul style="list-style-type: none"> <li>• Because of the ease of social media and access to recipes</li> <li>• Because following a video is easier than trying to understand text in a cookbook</li> <li>• Because there are a lot of chefs on social media providing easy, step-by-step cooking instructions</li> </ul> <p>(Accept any other relevant response.)</p>	
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ix. In the passage, which of these is NOT suggested as a reason for people posting on social media about the food they cooked?

A. to share that they have completed a task  
 B. to maintain a record of all that they have cooked  
 C. to explain the steps they used for making the dish  
 D. to create a sense of competition among their followers

(1 mark)

Value Points	Guidance
D. to create a sense of competition among their followers	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

x. Write an appropriate title for this passage.  
 (1 mark)

Value Points	Guidance
An appropriate title for this passage could be The Role of Cookbooks / The Importance of Cookbooks.  (Accept any other valid response.)	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

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

i. Based on the passage, state any two reasons why we need to study videogames.  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

(1 mark)

Value Points	Guidance
(Any two) <ul style="list-style-type: none"> <li>• Videogames need to be studied to better understand their positive effects on people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for 2 correct / relevant points.</li> <li>▪ Award ½ mark for 1 correct / relevant point.</li> </ul>

<ul style="list-style-type: none"> <li>• The factors that could increase addiction to a game need to be understood better.</li> <li>• If videogames are understood better, steps can be taken to prevent addiction to them.</li> </ul> <p>(Accept any other valid response.)</p>	
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**ii.** Layla spends two hours a day playing games on her phone. According to the passage, is this information sufficient to say she is addicted to videogames? Why/ why not? Answer in one sentence.  
(1 mark)

<b>Value Points</b>	<b>Guidance</b>
<p>No, she is not addicted as there are other factors that need to be considered to determine addiction. / No, she is not addicted because the amount of time spent on a game is not the only factor to determine addiction.</p> <p>(Accept any other valid response.)</p>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

**iii.** Complete the following analogy correctly with a word from paragraph 1:  
flourishes: grows:: \_\_\_\_\_ : factors  
(1 mark)

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

**iv.** Based on paragraph 1, it can be said that the level of \_\_\_\_\_ and \_\_\_\_\_ in a videogame determine how addictive it can be.

Which of these can go in the blanks to complete the sentence correctly?

1. variety
2. violence
3. difficulty
4. popularity
5. enjoyment

A. 1 & 4  
B. 2 & 3

C. 3 & 5  
D. 4 & 5  
(1 mark)

**Value Points**

**Guidance**

C. 3 & 5

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

v. The study mentioned in the passage used game reviews to understand what makes a game addictive. State one reason why game reviews were analysed for the purpose of the study.  
(1 mark)

**Value Points**

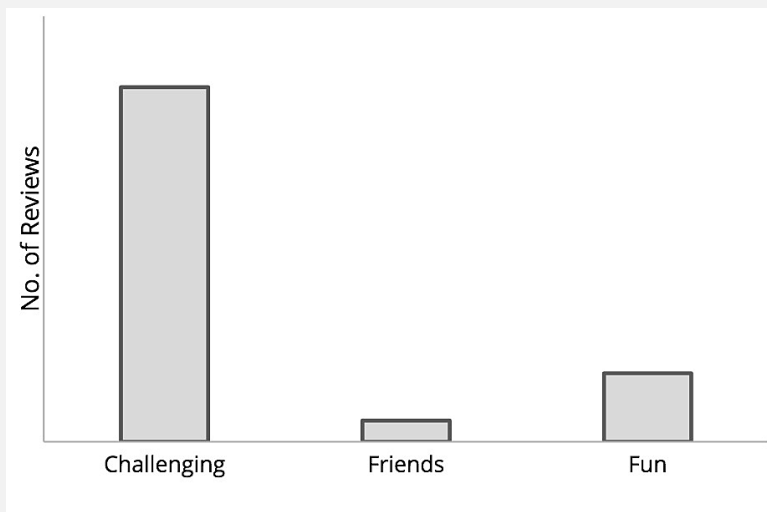
**Guidance**

Game reviews would be easily accessible. / It is a way to get large amounts of data because interviewing several people would be time-consuming and difficult.

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

(Accept any other valid response.)

vi. Based on the table in the passage, which type of game does the given graph represent?



- A. Action
- B. Board
- C. Card
- D. Word

**For the Visually Impaired Candidates**

Based on the table in the passage, in which category of games does the factor of 'Fun' play the LEAST role? Answer in ONE word.

(1 mark)

Value Points	Guidance
D. Word  <b>For the Visually Impaired Candidates</b> Action	<ul style="list-style-type: none"><li>▪ Award 1 mark for the correct answer.</li><li>▪ There is no partial credit.</li></ul>

**vii.** A developer of a crossword puzzle app is seeking advice to make improvements to the app. Based on the data provided, which of these ideas is BEST to recommend to the developer?

- A. Make the puzzles tougher to solve.
- B. Allow players to team up or compete with other players.
- C. Create more levels in the game for players to win prizes.
- D. Change the colour and design to make it look more appealing.

(1 mark)

Value Points	Guidance
B. Allow players to team up or compete with other players.	<ul style="list-style-type: none"><li>▪ Award 1 mark for the correct answer.</li><li>▪ There is no partial credit.</li></ul>

**viii.** Write a word from paragraph 4 that means the SAME as the underlined word in the sentence below.

It is the universal appeal of smartphones that made videogames very popular.

(1 mark)

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

**ix.** Read the sentence given below.

*Why is everyone playing on their phones?*

In which of these places in the passage can the sentence be used?

- A. at the beginning of paragraph 1
- B. at the end of paragraph 1
- C. at the beginning of paragraph 2
- D. at the end of paragraph 4

(1 mark)

Value Points	Guidance
A. at the beginning of paragraph 1	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ There is no partial credit.</li> </ul>

x. Which of these is BEST suited as a title for the passage?

- A. Smartphones Boost Addiction
- B. Challenge Your Mind with Games
- C. A New Way to Game with Friends
- D. Understanding Addiction to Games

(1 mark)

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

**III SECTION B – GRAMMAR**

i. he would need to learn more about the art he liked and practice it every day / to learn more about the art he likes and practice it every day

ii. C. will bring

iii.

error	correction
Stays	Stay

iv. B. must

v. paint

vi. A. These/This

vii. A. hear

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



<b>viii.</b> not to worry as he had never lost a case in his life / not to worry as he had never lost any case in his life.					
<b>ix.</b> D. is					
<b>x.</b> D. the next day					
<b>xi.</b>					
<table border="1"> <tr> <td>error</td> <td>correction</td> </tr> <tr> <td>The</td> <td>A</td> </tr> </table>	error	correction	The	A	
error	correction				
The	A				
<b>xii.</b> Rishi asked Ali if he could give him some advice on how he could be a better school captain. / Rishi requested Ali for some advice on how he could be a better school captain.					

**IV SECTION B – CREATIVE WRITING SKILLS**

**1. LETTER**

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

**Format**  
 Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted - *Yours truly* - editor and *Yours sincerely* - formal/ business).

**FORMAT - 1 mark**

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

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

**CONTENT - 2 marks**

- 2 marks**
- ✓ All points included
  - ✓ Well-developed with sustained clarity
- 1½ marks**
- ✓ Almost all points incorporated
  - ✓ Reasonably well-developed
- 1 mark**
- ✓ Some points incorporated
  - ✓ Fair attempt at developing ideas with some impact on clarity of response
- ½ mark**
- ✓ Most of the points of the given task not incorporated

✓ Limited awareness of task development

**ORGANISATION OF IDEAS -1 mark**

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

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

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

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

**ACCURACY -1 mark**

**1 mark**

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

**½ mark**

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

**No credit**

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

**1.A.** You are Rakesh Mehta, Secretary of Rainbow Apartments, Marathalli, Bangalore. A major pipeline supplying water to your apartment complex burst recently. Repairs are expected to be time consuming and the available water is insufficient to meet the requirements of residents and staff within the premises. Write a letter to the Area Development Officer, Marathalli Area, Bangalore, in not more than 120 words, requesting him to complete the repair work at the earliest, drawing attention to the difficulties faced by the people and the challenges of procuring water from outside.

**Example- fully solved**

Rainbow Apartments  
Marathalli  
Bangalore

10	May	2022
Area Marathalli Bangalore	Development	Officer Area
Subject:	Requesting Timely Completion of Pipeline Repair Work	
Dear		Sir
<p>This is with reference to the ongoing repair work of the water supply lines in our area that burst earlier this week.</p> <p>We were informed that the repair work will be a lengthy and time-consuming process. We have around 2000 families and staff living in our apartment complex. While we have provision for water in our overhead water storage tanks, the stored water will be insufficient to meet everyone's daily needs, especially since it is the peak of summer. Additionally, the surrounding area has also been dug up for repairs, making the tanker drivers reluctant to come inside the apartment to deliver water. Besides, procuring water through them is very expensive. The quality of water from alternate sources is also poor.</p> <p>I sincerely request you to address this problem at the earliest and ensure the completion of the repair work.</p> <p>Yours truly Rakesh Mehta Secretary</p>		
(Content - 141 words)		
<b>OR</b>		
<p><b>1.B.</b> You are Polly Chawla, a resident of Worli Park, Mumbai. You recently saw a documentary about the youth of the nation titled,</p> <p><i>'A Country in Good Hands'</i>.</p> <p>Write a letter of appreciation to the Editor of <i>The Youth Times</i>, in not more than 120 words, drawing her attention to the good that the youngsters around you are doing. Suggest ways in which they can further contribute to the betterment of society.</p>		

**Example- fully solved**

Worli Park  
Mumbai

15 December 2022

The Editor  
*The Youth Times*  
Mumbai

Subject: The future of the country is safe in the hands of our youth

Dear Madam

This is with reference to a documentary I saw on how the youth of our country are truly its torch-bearers.

It is heartening to see youngsters participate in different activities to improve society, such as helping to keep the neighbourhood clean by organising cleanliness drives, assisting the elderly with their chores, feeding stray animals and so on.

Their feelings of belongingness and patriotism are at the core of all their actions and decisions. They are living up to the values instilled in them by the great leaders of the past. They work hard till their goals are achieved.

We can encourage the youth to do more for society by having them volunteer for causes they are interested in, and spreading awareness on issues that plague society.

Through this letter, I wish to appreciate these youngsters and highlight their many positive contributions to society.

Yours truly

Polly Chawla  
Resident

(Content - 143 words)

## **ANALYTICAL PARAGRAPH WRITING**

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

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

### **CONTENT - 2 marks**

#### **2 marks**

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

#### **1½ marks**

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

#### **1 mark**

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

#### **½ mark**

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

### **ORGANISATION OF IDEAS - 2 marks**

#### **2 marks**

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

#### **1 ½ marks**

- Frequent clarity of expression most of the times.
- Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.
- Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing

#### **1 mark**

- Inconsistent style, expression sometimes awkward.
- Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.

- Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.

**½ mark**

- Expression unclear.
- Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited vocabulary or copying from the question.

**ACCURACY -1 mark**

**1** **mark**  
 • Spelling, punctuation and grammar consistently or largely accurate, with occasional minor errors, that do not impede communication.

**½** **mark**  
 • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No** **credit**  
 • Frequent errors in spelling, punctuation and grammar, impeding communication.

**2.A.** Read the following excerpt from an article in a fashion magazine:

*'Colorism' is the term describing the preference for lighter skin. Several of the world's biggest advertising firms have come under severe criticism for selling beauty products that promise whiter skin. What is worse is the manner in which these fairness products are being promoted - the parallel drawn between being fair and being successful; the perfect fair heroine showcased in movies; celebrity endorsements of fairness products; and matrimonial advertisements where everyone seeks a fair bride. This type of advertising has created an inferiority complex among darker skinned women as seen in the rising sales of fairness cosmetics. This form of biased advertising has come under harsh criticism. Are we as a society encouraging and supporting 'colorism'?*

Write a paragraph in 100-120 words to analyse the given argument.

You could think about what alternative explanations might weaken the given conclusion and include rationale / evidence that would strengthen / counter the given argument.

**Example- fully solved**

Argument FOR the subject of the statement:

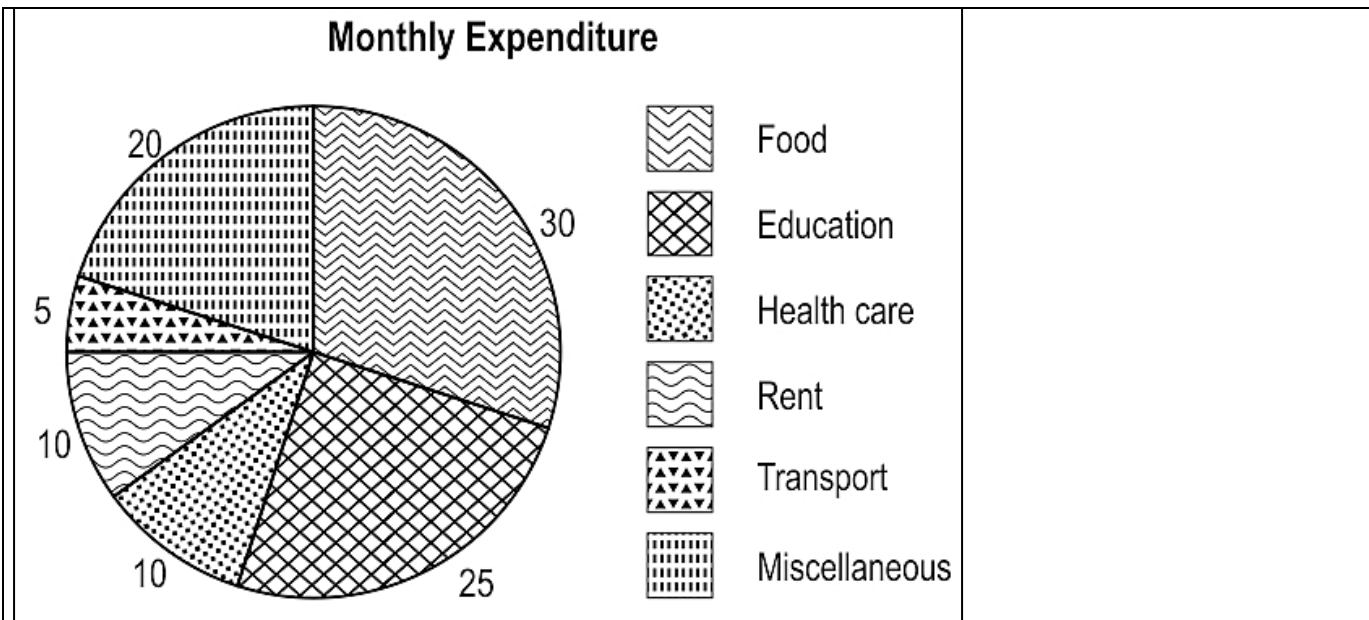
The desire to be beautiful is natural. What is not natural is determining that only one type of skin colour is beautiful. We need to be inclusive of all skin tones and look at the diversity of beauty. Every skin colour shade is beautiful. Additionally, beauty is only 'skin deep'. We need to stop equating light-coloured skin with beauty because 'black is beautiful' too. 'Beauty is in the eyes of the beholder and therefore is a very subjective matter. Discrimination on the basis of skin shade is therefore not logical. Many such discriminations have been defeated over the past decades. We should stop encouraging ads that promote colorism. Let us not regress but rather progress. Real beauty is the personality and the qualities of a person. The focus should lie on being beautiful from within, rather than obsessing over outer appearance. (140 words)

Argument AGAINST the subject of the statement:

We as a society have always been obsessed with fair skin tone and it is time to put a stop to this. This prejudice has been around for way too long, including in our books, movies and real life. We find a wonderful example in the children's fairy tale 'Snow White', where her mother the wicked queen asks the magic mirror, "Who is the fairest of them all?" and the mirror replies saying that Snow White is the most beautiful, thus stressing on inner beauty rather than outer appearance. Fair skin instills confidence and sets one up for success. Fairer people seem to get better jobs, deals and life partners, so it's natural that people will desire to be fair. If some people want to use beauty products to make their skin lighter they should be allowed to do so without criticism as it is a matter of personal choice. (150 words)

**OR**

**2.B.** The monthly expenditure of a family is represented in the pie chart shown below.



Write a paragraph in about 100-120 words, analysing the information in the pie chart to support your stand on how the family is using the money wisely.

**Example- fully solved**

The monthly expenditure of a family is represented in the given pie chart. Food and education make up 30% and 25% respectively of their monthly expenses. The family spends the most on these two areas. Miscellaneous items come next in order of percentage, that is, 20% which comprises of money spent on both essential and luxury goods, such as, clothes, gadgets, vacations, etc. Health care and rent take up 10% each. Transportation takes up the last 5% of their monthly expense. Overall the data shows that the family does maintain a good balance on expenditure. After spending on food, they have spent a significant amount on education. Spending 25% on it shows that the family gives it a lot of importance. About 80% of the total money is spent on liabilities, and the remaining 20% is spent on other items. In conclusion we can say that this family spends its money wisely indeed. (153 words)

**SECTION C – LITERATURE**

**V Reference to Context**

**1.A.**

Lencho showed not the slightest surprise on seeing the money, such was his confidence - but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.

Immediately, Lencho went up to the window to ask for paper and ink. On the public writing table, he started to write, with much wrinkling of his brow, caused by the effort he had to make to express his ideas. When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox the



postmaster went to open it. It said, "God, Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho."

i. D. because he had faith in a higher power

ii. disappointed / hurt / sad / upset / disheartened (Accept any other valid response.)

iii. eager / curious / excited / restless (or any suitable word compatible with the context of the sentence.)

iv. A. He was not able to put his thoughts into words.

v. B. Simon has an impressive stamp collection he liked to boast of.

**OR**

**1.B.**

The arrival of a stranger at an inn in winter was in any case an unusual event. A stranger of such uncommon appearance set all tongues wagging. Mrs Hall, the landlord's wife, made every effort to be friendly. But Griffin had no desire to talk, and told her, "My reason for coming to Iping is a desire for solitude. I do not wish to be disturbed in my work. Besides, an accident has affected my face."

Satisfied that her guest was an eccentric scientist, and in view of the fact that he had paid her in advance, Mrs Hall was prepared to excuse his strange habits and irritable temper. But the stolen money did not last long, and presently Griffin had to admit that he had no more ready cash. He pretended, however, that he was expecting a cheque to arrive at any moment.

i. C. Mrs. Hall said there was a ready supply of food at the hotel.

ii. solitude

iii. B. Its customers were mainly locals.

iv. A. only 1 & 5

v. (i) because she felt Griffin was a peculiar scientist

(ii) because he paid advance rent (Or any other suitable explanation)

(accept any two for full 1 mark and accept any one for 0.5 marks)

**2.A.**

Or if some time when roaming round,  
A noble wild beast greets you,  
With black stripes on a yellow ground,  
Just notice if he eats you.  
This simple rule may help you learn  
The Bengal Tiger to discern.

If strolling forth, a beast you view,

Whose hide with spots is peppered,  
 As soon as he has lept on you,  
 You'll know it is the Leopard.  
 'Twill do no good to roar with pain,  
 He'll only lep and lep again.

i. recognize/detect/identify (Accept any synonyms giving the similar/ correct meaning)

ii. D. a word or phrase that creates a mental image through vivid description

iii. FALSE

iv. A. funny

v. C. The people along the sand  
 All turn and look one way.  
 They turn their back on the land.  
 They look at the sea all day.

**OR**

**2.B.**

i. A. 1, 5

ii. Line 6 of the extract is ironical because the speaker is doing what she says she is not doing, that is, nagging Amanda.

iii. C. She wishes to be left alone.

iv. sulking

v. C. Bobby's shirt was so bright and cheerful.

**VI Answer ANY FOUR of the following in about 40-50 words each. 4 \*3=12**

i. Explain the given statement with reference to Nelson Mandela's dreams.  
 "A winner is a dreamer who never gives up."  
 (Nelson Mandela - Long Walk to Freedom)

Value Points	Guidance
<ul style="list-style-type: none"> <li>● people liberated from poverty, deprivation, suffering, gender and other discrimination; not oppressed by another;</li> <li>● 'Apartheid' stopped</li> <li>● new government that recognises the rights and freedoms of all peoples, regardless of the colour of their skin</li> </ul> <p>Result - dared to dream; fought and struggled till he achieved his goal</p>	<p><b>Content -</b>            Award <b>2 marks</b> for inclusion of any one reason with explanation.            Award <b>1 mark</b> if the reason is listed without explanation.  <b>No credit of ½ mark</b></p> <p><b>Expression -</b>  <b>1 mark when both given aspects are included.</b>            ✓ Answer organised effectively</p>

	<p>✓ usage of words for effect-cause (due to, as a result, owing to, therefore etc.)</p> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
<p><b>ii.</b> Give two reasons to support the opinion that Anne's diary is interesting to readers. (From the Diary of Anne Frank)</p>	
Value Points	Guidance
<ul style="list-style-type: none"> <li>● The Diary of Anne Frank is a personal account of one family's experience of hiding from the Nazis during the war.</li> <li>● Written through the perspective of a 13-year old, it brings to the fore the horrors of war and racial persecution, and personalises its impact.</li> </ul> <p>Result - Different from purely historical accounts, which include facts and data; Anne's diary presents an account of war through the eyes of a young girl.</p>	<p><b>Content -</b> Award <b>2 marks</b> for inclusion of any one reason with explanation. Award <b>1 mark</b> if the reason is listed without explanation. <b>No credit of ½ mark</b></p> <p><b>Expression -</b> <b>1 mark when both given aspects are included.</b></p> <ul style="list-style-type: none"> <li>● Answer organised effectively</li> <li>● The language usage needs to display reasoning</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
<p><b>iii.</b> What does 'Fog' tell us about the speaker's relationship with nature? Support your answer with an example from the text.</p>	
Value Points	Guidance
<ul style="list-style-type: none"> <li>● It tells us that the poet is observant and attentive to his surroundings.</li> </ul>	<p><b>Content -</b></p>

<ul style="list-style-type: none"> <li>● He compares little cat feet to the fog to make it more endearing and relatable to the audience. Just as the fog comes, stays and leaves silently, so does the cat. This comparison creates an evocative image of a crawling baby on all fours and thus gives the poem a human touch.</li> <li>● By comparing the fog to the cat, the poet livens up the poem by adding character to an otherwise boring natural occurrence, the fog.</li> <li>● Since the cat is a living being and the fog is a natural phenomenon, it is a comparison of the living and non-living features of the natural world.</li> </ul>	<p>Award <b>2 marks</b> for inclusion of any one reason with explanation. Award <b>1 mark</b> if the reason is listed without explanation. <b>No credit of ½ mark</b></p> <p><b>Expression -</b> <b>1 mark when both given aspects are included.</b></p> <ul style="list-style-type: none"> <li>● Answer organised effectively</li> <li>● The language usage needs to display rationalisation (since... therefore...)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
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**iv.** How do we know that bakers were an integral part of Goan society?  
(*A Baker from Goa*)

<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>● They were loved and warmly welcomed into homes by the young and old alike.</li> <li>● The fact that the bakers visited homes at least twice a day shows exactly how important their baked goods were to everyday life, thus making them very popular figures.</li> <li>● Bread was a necessary part of festivities and functions in those days and thus the baker was an important part of these events.</li> </ul>	<p><b>Content -</b> Award <b>2 marks</b> for inclusion of any one reason with explanation. Award <b>1 mark</b> if the reason is listed without explanation. <b>No credit of ½ mark</b></p> <p><b>Expression -</b> <b>1 mark when both given aspects are included.</b></p> <ul style="list-style-type: none"> <li>● Answer organised effectively</li> <li>● The language usage needs to display justification (therefore...evidence shows that... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p>

	Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).
<b>v. Explain why the author describes Coorg as 'a piece of heaven that must have drifted from the kingdom of god'?</b> (Coorg)	
<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>scenic beauty / rolling hills / great weather / evergreen rainforests and coffee plantations / variety of birds and animals</li> <li>brave race of people / colourful and warm</li> </ul> <p>Hence, a popular tourist destination</p>	<p><b>Content -</b> Award <b>2 marks</b> for inclusion of any one reason with explanation. Award <b>1 mark</b> if the reason is listed without explanation. <b>No credit of ½ mark</b></p> <p><b>Expression -</b> <b>1 mark when both given aspects are included.</b></p> <ul style="list-style-type: none"> <li>Answer organised effectively</li> <li>The language usage needs to display a rationale and presentation of textual evidence</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
<b>VII Answer ANY TWO of the following in about 40-50 words each. 2*3=6</b>	
<b>i. How did Matilda's belief that she was 'an error of destiny' result in a lifetime of sorrow for her?</b> ( <i>The Necklace</i> )	
<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>An 'error of destiny' is the belief that one is meant for a different type of life and does not have control over one's life, or is unable to correct the circumstances of one's life.</li> </ul>	<p><b>Content -</b> Award <b>2 marks</b> for inclusion of any one reason with explanation.</p>

<ul style="list-style-type: none"> <li>● Matilda was born and married into a poor family. She desired a life of luxury. There were constant conflicts with her husband as a result of her craving for a life beyond her means.</li> <li>● She borrowed a necklace from a friend to show off her purported status to others and ended up losing it. Then she and her husband spent the next ten years trying to repay the debt, which put them through greater hardship.</li> <li>● Matilda's belief also made her constantly compare her life with her rich friends, and put pressure on her simple and hardworking husband.</li> </ul>	<p>Award <b>1 mark</b> if the reason is listed without explanation.  <b>No credit of ½ mark</b></p> <p><b>Expression -</b>  <b>1 mark when both given aspects are included.</b></p> <ul style="list-style-type: none"> <li>● Answer organised effectively</li> <li>● The language usage needs to display stating of inference (based on...I believe that/.... reveals that.... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
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ii. The *Tehsildar* was an agent of change in Bholi's life. Justify.  
*(Bholi)*

Value Points	Guidance
<ul style="list-style-type: none"> <li>● The Tehsildar changed Bholi's life as he was the one who convinced her father to send her to school. Bholi's going to school turned out to be the biggest blessing of her life.</li> <li>● Education gave Bholi the confidence to challenge societal norms, and protest against evil practices like dowry and an unequal marriage.</li> <li>● As an educated person, Bholi knew her worth in society.</li> <li>● Bholi's mother did not want to send her to school, but her father could not disobey the Tehsildar and was forced to admit Bholi in school.</li> </ul>	<p><b>Content -</b>  Award <b>2 marks</b> for inclusion of any one reason with explanation.  Award <b>1 mark</b> if the reason is listed without explanation.  <b>No credit of ½ mark</b></p> <p><b>Expression -</b>  <b>1 mark when both given aspects are included.</b></p> <ul style="list-style-type: none"> <li>● Answer organised effectively</li> <li>● The language usage needs to display action and impact (therefore... hence... this caused ... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p>

	Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).
iii. Based on <i>'The Book That Saved the Earth'</i> , state how jumping to conclusions had an unintended consequence for the Martians.	
Value Points	Guidance
<ul style="list-style-type: none"> <li>• Think Tank misinterpreted some nursery rhymes and planned a Martian invasion of Earth based on the assumption that the Martians were a more advanced race than the Earthlings.</li> <li>• However, due to his incorrect interpretation, the Martians had to hurriedly leave Earth and evacuate Mars.</li> </ul>	<p><b>Content -</b> Award <b>2 marks</b> for inclusion of any one reason with explanation. Award <b>1 mark</b> if the reason is listed without explanation. <b>No credit of ½ mark</b></p> <p><b>Expression -</b> <b>1 mark when both given aspects are included.</b></p> <ul style="list-style-type: none"> <li>• Answer organised effectively</li> <li>• The language usage needs to display stating of inference (based on...I believe that... reveals that... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
VIII Answer ANY ONE of the following in about 100-120 words. <span style="float: right;"><b>1*6=6</b></span>	
<b>Content 3      Expression 2      Accuracy 1</b>	
Curriculum document—Questions to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question/ or taken from a situation/plot from the texts.	
<p><b>Note-</b></p> <ul style="list-style-type: none"> <li>✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION</li> <li>✓ If the response does not justify <b>all</b> points of a level, the response is <b>marked down</b>.</li> </ul>	

<b>DESCRIPTORS FOR CONTENT (with reference to value points)</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>● Sustained, clear, well-developed personal response to the task</li> <li>● Well-developed and justified arguments/evidence provided</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>● Largely, a reasonably well-developed personal response to the task</li> <li>● Clear justification with arguments/evidence provided</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>● Fairly competent personal response to the task</li> <li>● Justification with restricted arguments/evidence</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>● Limited awareness of the task</li> <li>● Limited justification or relevant arguments/evidence</li> </ul>	<b>½</b>

<b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion)</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>● Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>● Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>● Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>● Range of vocabulary suffices in large parts to convey the overall idea and meaning.</li> </ul>	<b>1 ½</b>
<ul style="list-style-type: none"> <li>● Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>● Range of vocabulary is limited and conveys a basic idea of the overall meaning.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>● Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>● Very limited expected/ topical vocabulary as per question asked.</li> </ul>	<b>½</b>

<b>DESCRIPTORS FOR ACCURACY</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>● Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>● Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication.</li> </ul>	<b>½</b>
<ul style="list-style-type: none"> <li>● A lot of errors in spelling, punctuation and grammar that impede communication.</li> </ul>	<b>0</b>

**A.** Compare and contrast what Anne from the poem '*Anne Gregory*' would look for in a life partner as compared to Natalya from '*The Proposal*'. Justify your answer with one example from each of the texts.

**Value Points**



**Introduction -**

- Anne and Natalya have very differing views on what they would look for in a life partner
- while Anne is looking for true love, it would seem like Natalya is looking for social mobility and security

**Anne -**

- would look for a life partner who is sincere and not superficial
- would colour her hair such that she could find someone to love her for who she was rather than how she looked

**Natalya -**

- does not seem to truly love or feel affection for Lomov
- seems to constantly argue with Lomov about who owns a piece of land or whose dog is better but still agrees to marry him
- seems to primarily agree to get married for economic reasons

**(Accept any other relevant point stemming from textual inference/s)**

**OR**

**B. Explain how the setting of a story or a poem can enhance its plot with reference to 'Dust of Snow' and 'Tea from Assam'.**

**Value Points****How setting enhances plot -**

- Setting is one of the five essential components of a plot - be it a story or a poem. It sets the tone and mood of any piece of writing. The poem talks about healing amidst nature. When we experience good weather, it uplifts our mood and we are calmer and in a more relaxed state of mind. In the story, the arrival at Assam sets the tone for the rest of the story. How Rajvir feels, reacts to things, is excited and overwhelmed, are influenced by his natural surroundings.

**Dust of Snow -**

- A crow accidentally sprinkles some snow from the hemlock tree on the poet. The snow immediately changes his mood for the better. He feels happier and starts appreciating nature more because it helps him see life beyond his own insignificant troubles.
- Crows and hemlock trees are both viewed as inauspicious. But the poet is able to show them in positive light because his perception has changed. The natural setting of the poem makes even a crystal of snow have a big impact on the poet.

**Tea from Assam -**

- Rajvir is visiting Pranjol's house in Assam during the summer vacation. He has read up about Assam, its weather, scenic beauty and tea gardens. He shares his research work with Pranjol and his father.
- While traveling from the railway station to Pranjol's home, he passes several tea estates. He sees that the beautiful green cover around him has resulted in cooler weather. This increases his excitement and makes him truly happy. He is from the city, where there isn't enough green cover and the weather is warmer. A change in location makes things more exciting and appealing to him.

**IX Answer ANY ONE of the following in about 100-120 words. 1\*6=6**

**Content 3 Expression 2 Accuracy 1**

Curriculum document--Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

**Note-**

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION

If the response does not justify **all** points of a level, the response is **marked down**.

<b>DESCRIPTORS FOR CONTENT (with reference to value points)</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>● Sustained, clear, well-developed personal response to the task</li> <li>● Well-developed and justified arguments/evidence provided</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>● Largely, a reasonably well-developed personal response to the task</li> <li>● Clear justification with arguments/evidence provided</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>● Fairly competent personal response to the task</li> <li>● Justification with restricted arguments/evidence</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>● Limited awareness of the task</li> <li>● Limited justification or relevant arguments/evidence</li> </ul>	<b>1/2</b>

<b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion)</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>● Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>● Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>● Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>● Range of vocabulary suffices in large parts to convey the overall idea and meaning.</li> </ul>	<b>1 1/2</b>

<ul style="list-style-type: none"> <li>Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>Range of vocabulary is limited and conveys a basic idea of the overall meaning.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>Very limited expected/ topical vocabulary as per question asked.</li> </ul>	<b>½</b>

<b>DESCRIPTORS FOR ACCURACY</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication.</li> </ul>	<b>½</b>

**A.** Based on '*A Triumph of Surgery*', state how Mrs. Pumphrey did more harm than good to Tricki.

**Value Points**

**Introduction –**  
Mrs Pumphrey needed to be a more responsible pet parent so that Tricki could have been a healthier pet.

**Mrs Pumphrey**

- Overindulgent / foolish / anxious / weak hearted / loving / tender / warm / caring / simple.
- Overindulgence could have proven fatal for Tricki / Mr Herriot's intervention saved Tricki's life.

**Conclusion -**  
Even though her intentions were good and she meant no harm, unknowingly she caused great harm to her beloved pet, Tricki. If she didn't indulge and spoil Tricki he would have been better off.

**OR**

**B.** Describe the twist in the plot in '*The Midnight Visitor*'. Analyse how Fowler's opinion of Ausable must have undergone a change after the plot twist.

**Value Points**

**Plot twist -**

- The knock on the hotel room door was not really a policeman, but a waiter who had been asked to bring up drinks.

- The room did not have an attached balcony, as described by Ausable, so when Max stepped out, he was injured since he landed on the hard ground below instead of a balcony.
- The unexpected twist at the end made the story more exciting / unpredictable ending and unpredictable protagonist.

**Fowler's changed impression of Ausable -**

- Ausable was nothing like the typical spy that Fowler had seen portrayed in the movies and novels.
- The day had been a most ordinary one rather than one full of car chases and gun-slinging criminals.
- Ausable's interaction with Max and how he outwit him really impressed Fowler / realised that first impressions could be wrong / 'Never judge a book by its cover' / first impression should not be the last impression / appearances can be deceptive / Ausable outwit Max with his intelligence by telling a believable story to create a trap.

**To summarise** - While Fowler was initially disappointed and unimpressed by Ausable, his opinion is most likely to have changed to one of respect and awe after Ausable was able to outwit Max.