



# CBSE

## Additional Practice Questions - Marking Scheme

Subject: English Core (301)

Class: XII 2023-24

SECTION A: READING SKILLS (22 marks)		
<b>1.</b>	<b>Literary Passage</b>	<b>12 m</b>
i	C. Only I, IV, and V [The descriptions in I, IV, and V exemplify the given statement as they show Gods as flawed and behaving like a human being might. ]	1 No partial credit
i	D. 'How dare he play better than me? I am supposed to be the best in the world.' [The passage mentions that Apollo felt jealous and insecure after hearing Marsyas play. Therefore, he is likely to say something that shows how offended he is about not being the best musician in the world.]	1 No partial credit
iii	C. to highlight the point that the Greek Gods are more human-like in nature [The author concludes paragraph 1 by making the point that the Greek Gods were 'flawed' and would not act like 'Gods' sometimes, or that they would behave like a human being would. This option best captures why the author begins the passage with Apollo's story.]	1 No partial credit
iv	◆ It is ironic as he is the god of 'healing' and he brought about destruction; ◆ The god of healing acted on an impulse that shows that he himself needed healing; ◆ The behaviour of the god is unexpected as he is supposed to show behaviours that would 'heal' mortals.	2 - 2 marks for identifying what makes the situation ironic. - No partial credit.
v	◆ It means to be immune. ◆ It means to be protected against harm or damage. ◆ It means to be safe. ◆ It means to be indestructible.	1 - Give 1 mark for the correct deduction of the meaning. - No partial credit.



	<p>◆ It means to not be vulnerable.</p> <p><i>Accept any one answer, or any other variations of the given responses.</i></p>	
vi	<ul style="list-style-type: none"><li>◆ they are more beautiful and grand</li><li>◆ they are stronger and taller</li><li>◆ they have magical blood, Ichor</li><li>◆ they are more intelligent</li><li>◆ they are immortal</li><li>◆ they can transport themselves anywhere with a thought</li><li>◆ can be invisible at will or take any form they desire</li><li>◆ wear robes of finer texture</li><li>◆ have temples erected to them,</li><li>◆ have creatures sacrificed in their name</li><li>◆ they were given rich gifts</li></ul> <p><i>Accept any two points.</i></p>	<p>2</p> <p>- 2 marks for any two relevant pieces of evidence. - Therefore, 1 mark for 1 point.</p>
vii	<ul style="list-style-type: none"><li>◆ vengeful/revengeful</li><li>◆ egotistical/egoistic</li><li>◆ conceited</li></ul> <p><i>Accept any other relevant inference.</i></p>	<p>1</p> <p>- 1 mark for a relevant characteristic. - No partial credit.</p>
viii	<p>B. a pandemic that has been caused by a contagious virus [Ichor, as described in the passage, never causes disease. Therefore, someone born of Ichor and having it flow through their veins would also not contract any disease. A pandemic caused by a contagious virus would, therefore, be a situation that such a creature would be able to survive successfully.]</p>	<p>1</p> <p>No partial credit</p>
ix	<p>Explanation:</p> <ul style="list-style-type: none"><li>◆ He is referring to the ugly consequences of our actions when we act based on an impulse or out of jealousy, insecurity, etc.</li><li>◆ He is referring to those actions that we do to others with the intention of causing harm, destruction, or taking revenge.</li><li>◆ These are those situations that we may regret but have no way of reversing as they have dire consequences.</li><li>◆ It means starting from a place where we are put on a pedestal and falling to a level where we are looked down upon.</li></ul> <p>(any one)</p> <p>Example:</p> <ul style="list-style-type: none"><li>◆ A person breaks a friendship between two people because they feel jealous of how close the friends are. The person is shunned, as a result.</li></ul>	<p>2</p> <p>- 1 mark for the correct explanation. - 1 mark for a relevant example.</p>



	<ul style="list-style-type: none"> <li>◆ One commits a serious crime, like theft or destruction, because one wants to take revenge on someone. One may go to jail, as a result.</li> <li>◆ We agree to cause harm to someone else because a loved one asks this of us. As a result, we destroy someone's life who did no harm to us.</li> </ul> <p><i>Accept any other valid response.</i></p>	
<b>2.</b>	<b>Case-Based Factual Passage</b>	<b>10 m</b>
i	<ul style="list-style-type: none"> <li>◆ least</li> <li>◆ minimum</li> <li>◆ smallest</li> </ul>	<p>1</p> <p>- 1 mark for a relevant answer.</p> <p>- No partial credit.</p>
ii	<p>D. 'Sorry, I don't have access to your data.'</p> <p>[Paragraph 1 clearly states that ChatGPT gives human-like responses, does not collect personal information, and often gives disclaimers if it cannot answer a prompt appropriately. Since the question states that it is the 'first' question asked by the user, we can assume that no other details have been shared before. Therefore, THIS option correctly displays a response that applies all three features of ChatGPT.]</p>	<p>1</p> <p>No partial credit</p>
iii	<ul style="list-style-type: none"> <li>◆ No, using only ChatGPT would not be useful.</li> <li>◆ Justification: ChatGPT only has information till September 2021.</li> <li>◆ ChatGPT cannot browse the internet for information.</li> </ul>	<p>2</p> <p>- 1 mark for clearly stating 'no'.</p> <p>- 1 mark for justifying the answer.</p>
iv	<p>C. a college graduate who is studying in a 2-year Master's course</p> <p>[The passage states that more medical trainees and students as well as research students of the survey have used ChatGPT. This means that the profile of a student is most likely to be a part of the 40% of users who have used ChatGPT.]</p>	<p>1</p> <p>No partial credit</p>
v	<p>D. It had 59 respondents who were from the medical field including those who study medicine.</p> <p>[The passage states that a total of 59 respondents of the survey were individuals from the medical field. The passage also states that medical trainees and students have used ChatGPT. Therefore, we can infer that the 59 respondents from the medical field include students.]</p>	<p>1</p> <p>No partial credit</p>
vi	<ul style="list-style-type: none"> <li>◆ Reason 1: students might use ChatGPT to do homework without using their own mind</li> <li>◆ Reason 2: no way for teachers to check for plagiarism easily</li> <li>◆ Reason 3: ChatGPT summarises information, which is a key skill</li> </ul>	<p>2</p>



	<p>for students to learn. Therefore, they should be encouraged to browse and collate information themselves, rather than having ChatGPT do so for them.</p> <p><i>Accept any one relevant reason.</i></p>	<p>- 2 marks for a relevant reason with application to real-life - No partial credit</p>
vii	<p>◆ Detail 1: The last paragraph states that the application of ChatGPT needs to be examined.</p> <p>◆ Detail 2: The last paragraph states that we need to consider its negative impact before institutions start using it.</p> <p>◆ Detail 3: The summary table's statement 'I don't know; it is too early to make a statement' has a majority selection for Education and Healthcare.</p> <p><i>Accept any one detail.</i></p>	<p>1 No partial credit</p>
viii	<p>◆ TRUE</p> <p>(259 respondents selected the statement, 'Yes, as long as its use is transparently disclosed.' This is more than half of the 420 participants of the survey.)</p>	<p>1 No partial credit</p>

### SECTION B: CREATIVE WRITING SKILLS (18 marks)

Note: All names and addresses of places and organisations used are fictitious.

#### 3. NOTICE:

- ◆ Format [1 mark]
- ◆ Content [2 marks]
- ◆ Accuracy of spelling and grammar [1 mark]

<p>Name of Organisation (<i>centre aligned</i>)</p> <p>NOTICE (<i>centre aligned</i>)</p> <p>Date</p> <p>Heading (<i>centre aligned</i>)</p> <p>[details] (<i>centre aligned</i>)</p> <p>Signature</p>
--



	Name (issuing authority) Designation
A	<ul style="list-style-type: none"> <li>» Correct format (as listed)</li> <li>» Draws attention — students of XI &amp; XII</li> <li>» Mentions the event</li> <li>» Gives details — date, time, venue</li> <li>» Invites applications</li> <li>» Adds line with reference to the undersigned</li> </ul>
B	<ul style="list-style-type: none"> <li>» Correct format (as listed)</li> <li>» Draws attention — residents aged 12–18 years</li> <li>» Mentions the event</li> <li>» Gives details — date, time, venue</li> <li>» Invites people to attend</li> <li>» Adds line with reference to the undersigned</li> </ul>
<p><b>4. INVITATION:</b></p> <ul style="list-style-type: none"> <li>◆ Format [1 mark]</li> <li>◆ Content [2 marks]</li> <li>◆ Accuracy of spelling and grammar [1 mark]</li> </ul>	
A	<p><b>Card type formal invite</b></p> <ul style="list-style-type: none"> <li>» uses a single sentence presentation in third-person/skips end line punctuation</li> <li>» uses the simple present tense</li> <li>» answers the questions: who, whom, when, where, what time, for what</li> <li>» includes name and address of the organiser/host and name(s) of special invitees (if any)</li> <li>» avoids adding signatures</li> </ul> <p><b>Layout mostly pertains to the following —</b></p> <ul style="list-style-type: none"> <li>» name of host(s)</li> <li>» standard formal and cordial expression</li> <li>» purpose of invitation</li> <li>» date &amp; time of event</li> <li>» venue (address)</li> <li>» name of special guest(s) (if any)</li> <li>» RSVP</li> <li>» contact detail/number</li> </ul>
B	<p><b>Letter type informal reply</b></p> <ul style="list-style-type: none"> <li>» uses a single sentence presentation/skips end line punctuation</li> <li>» uses the simple present tense</li> <li>» answers the questions: who, whom, when, where, what time, for what</li> <li>» includes name and address of the sender and the receiver</li> <li>» avoids adding signatures</li> </ul>

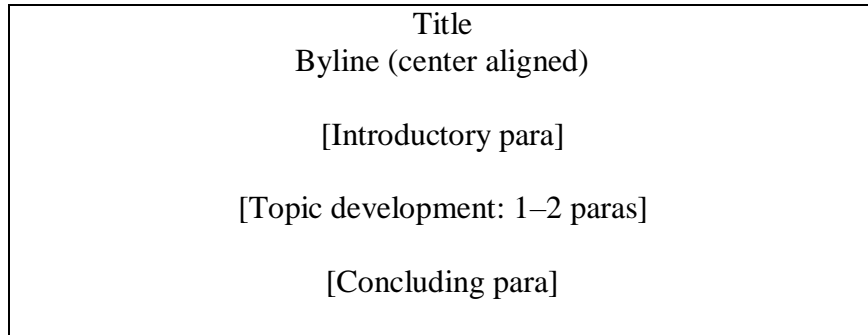


	<p><b>Layout mostly pertains to the following —</b></p> <ul style="list-style-type: none"><li>» name of host(s)</li><li>» informal expression</li><li>» purpose of invitation</li><li>» date &amp; time of event</li><li>» mention of gratitude for the invitation</li><li>» clear statement of acceptance or rejection of invitation</li><li>» mention of any other details as required by the prompt</li></ul>
<p><b>5. FORMAL LETTER:</b></p> <ul style="list-style-type: none"><li>◆ Format [1 mark]</li><li>◆ Content [2 marks]</li><li>◆ Organisation [1 mark]</li><li>◆ Accuracy of spelling and grammar [1 mark]</li></ul>	
A	<p>→ Cover Letter → Reference to the advertisement → Conveying suitability for the position → Submission of application</p> <p>Bio data as separate enclosure → Profile of self → Educational Qualifications (include advertised requirements) → Work experience/s (if relevant) - only internship/part-time relevant here → References</p> <p><i>Any other relevant information</i></p>
B	<p>→ some reasons are: stressful lifestyles, poor decision-making, lack of adequate exercise or not having an exercise routine that is sustainable, getting enough good quality sleep. → some suggestions are: to have regular health check-up, to prioritise sleep over other aspects of life, to eat in a conscious manner, to schedule exercise regularly, to avoid consumption of unhealthy food and substances.</p>
<p><b>6. ARTICLE WRITING</b></p> <ul style="list-style-type: none"><li>◆ Format [1 mark]</li><li>◆ Content [2 marks]</li><li>◆ Organisation [1 mark]</li><li>◆ Accuracy of spelling and grammar [1 mark]</li></ul>	



### ◆ Format and Organisation

- » Headline and Byline
- » Reporting place and date
- » Paragraphing organisation (introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)



- » Title (illustrate thematic content, eye-catching)
- » Byline (Name/designation of the writer — use fictitious info. if the Q does not display it)
- » Intro para (relevant topic sentence + expansion)
- » Topic development paras (discussion of various aspects of the topic — causes, effects, etc. presented with strong evidence)
- » Concluding para (writer's opinion/comments + recommendations or solutions + hope/call for action/warning)

A

→ Intro:

◆ Listening skills are important as they help one to learn more, to create an environment that is conducive to sharing, and encourage people to listen to our ideas.

→ Ways to show and develop active listening:

◆ paraphrase or clarify what other people have shared — this shows that one is listening to the points

◆ use body language to convey active listening — nod your head if you agree with a point; change your facial expressions to show appreciation, thinking, or to indicate when you are confused; sit straight to show attention

◆ have a favourable mindset — everyone can teach us something, showing respect leads to earning respect, do not listen to respond

→ Conclusion:

◆ Listening can be a great way to contribute meaningfully to discussions and make the environment welcoming for others.

◆ There are ways to develop active listening which includes certain actions, body language, and the right mindset.

### B. REPORT WRITING

- ◆ Format [1 mark]



- ◆ Content [2 marks]
- ◆ Organisation [1 mark]
- ◆ Accuracy of spelling and grammar [1 mark]

**Format and Organisation**

- » Headline and Byline
- » Reporting place and date
- » Paragraphing organisation (introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

The report should answer these questions

**WHO?**

name of the event/sponsor/any special guests

**WHEN AND WHERE?**

date, time, venue, place

**WHAT AND HOW?**

purpose of programme and details

**WHAT DID THE ATTENDEES THINK?**

observations/comments from students

	→ Reason <b>why</b> the workshop was conducted → organised — <b>by whom? for whom? when?</b> → Event details (refer to the cues) → Conclude by including witness/participant accounts	
--	--	--

**SECTION C: LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 marks)**

7.	<b>Poetry</b>	
No partial credit of ½ unless indicated		
A)i	A. Life is meant to be lived and death should not be the focus here. [The speaker mentions that his suggestion of being completely still should not be confused with being dead. Life is what 'it' is about implies that life is all about living. He wants nothing to do with death in his message.]	1
ii	<ul style="list-style-type: none"> <li>◆ stop the collective sadness that stems from not understanding ourselves</li> <li>◆ take the space needed to heal, which we are too busy to do otherwise</li> <li>◆ lead more purposeful and meaningful lives</li> </ul> <p><i>Accept any one relevant response.</i></p>	1





iii	C. People who only focus on rushing through their life. [The speaker mentions 'single-minded' to say that people are limited in the kind of life they live as they only rush through life to keep it moving. This option captures the contextual meaning of this term appropriately.]	1
iv	(Any one)  ◆ The statement is false because the speaker is giving suggestions while presenting his theory about how silence can help humanity. ◆ It is false because the poet has used words like: 'If we were...', 'perhaps', 'might' ◆ It is false because the poet is expressing his views and thoughts and not noting down action points for humanity.	1
v	◆ is concerned about/cares for humanity ◆ wants better for humanity ◆ wants to support humanity  <i>Accept any one relevant response.</i>	1
vi	◆ The poet wants readers to pause on certain words so that his message is highlighted. ◆ The poet wants his message to be clear and concise.  <i>Accept any one relevant reason.</i>	1
B) i	◆ She makes this comparison because it highlights her mother's mortality/the ageing face reminds her that her mother will die someday. ◆ Her mother's face lacks colour due to old age, so it looks 'ashen' like a corpse would normally appear.  (any one)	1
ii	C. It adds to the imagery of the speaker's mother appearing dead. [In the extract, 'open mouthed' is used to show how the mother is sleeping while connecting that to how she seems like an ashen corpse. Therefore, this phrase adds to the imagery.]	1
iii	◆ the stillness of old age and the spirit of youth ◆ the reminder of mortality and the energy of youth/life ◆ the mood of doom and the mood of cheerfulness ◆ death and liveliness/being alive  (any one)	1
iv	She looks out of the window because:  ◆ she experiences the pain of realisation of her mother's mortality ◆ she is trying to distract herself from a sad thought	1



	<ul style="list-style-type: none"> <li>◆ it offers her a contrast from the mood of decay and sadness in the car to seeing the bubbly spirit of youth outside</li> </ul> <p>(accept any variation of the given responses)</p>	
v	<p>C. that fluffy cloud crying with sadness [The given line is an example of personification wherein the 'young trees' are carrying out the human ability of 'sprinting'. In this option, an inanimate object (the cloud) has been attributed the human quality of crying out of sadness, which is an example of personification.]</p>	1
vi	<ul style="list-style-type: none"> <li>◆ The line break forces the reader to focus on or pause on the speaker's feeling.</li> <li>◆ It helps to highlight the speaker's emotion.</li> <li>◆ It brings gravity to the situation that the speaker is describing with her mother.</li> <li>◆ It adds sentimentality to the poem.</li> </ul>	1
8.	<b>Prose - Vistas</b>	
<b>No partial credit of ½ unless indicated</b>		
A) i	<p>A. The speaker did not understand or speak English. [The speaker mentions that her friend knew a bit of English because of which she understood what the white woman was going to do to them. Therefore, we can infer that she did not know or speak the language.]</p>	1
ii	<ul style="list-style-type: none"> <li>◆ The speaker started crying because she felt confused and out-of-place.</li> <li>◆ She couldn't understand the rituals and was probably feeling embarrassed.</li> <li>◆ She was too scared to act because she was not able to do anything correctly.</li> </ul> <p>(Any one)</p>	1
iii	<ul style="list-style-type: none"> <li>◆ she was being watched and judged throughout</li> <li>◆ it felt like a test of her survival</li> <li>◆ it was as gruelling as a trial in court might have been</li> </ul> <p><i>Accept any relevant interpretation.</i></p>	1
iv	<ul style="list-style-type: none"> <li>◆ It would mean a loss of her culture/cultural identity</li> <li>◆ It would bring her shame</li> <li>◆ It would cut her roots to her culture and traditions</li> </ul> <p>(Any one)</p>	1
B) i	<ul style="list-style-type: none"> <li>◆ no actual proof/no physical evidence</li> <li>◆ only the narrator's personal account of it</li> <li>◆ its existence only in the narrator's imagination</li> </ul>	1



	<i>Accept any relevant response.</i>	
ii	<ul style="list-style-type: none"> <li>◆ He is assuming that the reader thinks he might have gone mad.</li> <li>◆ He is assuming that the reader might be questioning his sense of reality.</li> </ul> <p>(Any one)</p>	1
iii	<p>B. Milind claims that he was petting his dog whom he lost a few years ago.</p> <p>[The extract describes 'a waking-dream wish fulfillment' as experiences that one has while dealing with the misery of reality (like war, fear, insecurity, etc.). It may be a figment of one's imagination of what one actually wants in life. It is therefore something that is pleasant and something that is false. This option is the only example of a situation that shows someone's desire but which cannot be true.]</p>	1
iv	<ul style="list-style-type: none"> <li>◆ The narrator does not agree with the opinion.</li> <li>◆ The narrator thinks that escapism does not explain why he saw the third level because everyone wants to escape, but no one ends up on a third level at Grand Central Station.</li> <li>◆ The narrator is not convinced by the explanation.</li> </ul> <p><i>Accept any relevant inference.</i></p>	1
<b>9.</b>	<b>Prose - Flamingo</b>	
<b>No partial credit of ½ unless indicated</b>		
A) i	<p>B. His occupation changed due to the limitations of old age. [The extract states that the old man was no longer able to do day labour 'now', i.e. when he was old. Therefore, it was the limitations of old age that made him switch from working as a crofter to earning money at a creamery.]</p>	1
ii	<ul style="list-style-type: none"> <li>◆ She wants to say that he parted with his porridge and his tobacco in a generous manner, just like he gave his secrets away.</li> <li>◆ She is implying that the old man shared his secrets very easily.</li> <li>◆ She means to convey that the old man was very trusting of the peddler.</li> </ul> <p>(Any one)</p>	1
iii	<ul style="list-style-type: none"> <li>◆ well/generously</li> <li>◆ enough/sufficiently</li> </ul> <p>(any one)</p>	1
iv	<p>C. Lalitha <u>supported</u> her mother by sending some money home on a regular basis.</p>	1



	[The word supported in the extract is being used to imply financial stability. The cow provided the old man with a stable income. The only option that captures this meaning is this option.]	
v	<ul style="list-style-type: none"> <li>◆ because the old man was showing him where all his money was;</li> <li>◆ people do not usually reveal where they have kept their money;</li> <li>◆ people do not usually trust strangers with such information</li> </ul> <p>(Any one)</p>	1
vi	<ul style="list-style-type: none"> <li>◆ The old man seems to be naive as he easily tells the peddler where all his money is.</li> <li>◆ The old man is a generous man as he shares all his resources with the peddler freely.</li> </ul> <p><i>Accept any other relevant trait with a logical justification.</i></p>	1
B) i	<ul style="list-style-type: none"> <li>◆ The positive and negative opinions about the interview are being contrasted.</li> <li>◆ The views of people who read interviews and those who get interviewed are being contrasted.</li> </ul> <p><i>Accept any relevant response.</i></p>	1
ii	D. can be a traumatic experience [The quote focuses on the negative experience of an interview, which is that it can wound people to the point of them losing a part of themselves. This option correctly paraphrases this as a conclusion.]	1
iii	<ul style="list-style-type: none"> <li>◆ Both find it intrusive.</li> <li>◆ Both think it somehow diminishes who they are.</li> <li>◆ Both are not in favour of these ways of capturing someone's essence.</li> </ul> <p><i>Accept any one of the responses.</i></p>	1
iv	A. The <u>just</u> decision in the case against the criminal will empower us. [The expression uses 'just' to mean 'fair' or 'reasonable'. This is the only option where 'just' has the same meaning as in the extract.]	1
v	<ul style="list-style-type: none"> <li>◆ A feature of an interview is that we get information about the person from the person themselves.</li> <li>◆ An interview is usually done on-the-spot, which does not give us practiced responses.</li> <li>◆ The interviewer asks the interviewee specific questions which the interviewee may not have disclosed otherwise.</li> </ul> <p><i>Accept any other relevant response.</i></p>	1
vi	<ul style="list-style-type: none"> <li>◆ neutral/balanced</li> <li>◆ factual/objective</li> </ul>	1



	<p>◆ matter-of-fact/unemotional</p> <p><i>Accept any one correct response.</i></p>	
<b>10.</b>	<b>Answer any FIVE of the six following questions in 40–50 words</b>	<b>(5x2=10m)</b>
<p><b>Content -1</b> → Full credit for appropriate inclusion of all content asked for → Partial credit ½ for relevant but incomplete content</p> <p><b>Expression – 1</b> → Full credit for effective organisation → Partial credit ½ for some semblance of organisation of ideas</p> <p><i>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</i></p> <p>The given detailed reference points can be drawn upon to structure the desired response:</p>		
i	<p>(Any one)</p> <p>◆ the boy in the make-up department: the author realises that the make-up boy's frustration is directed towards a single person, how he might be entering his cabin because he thinks he doesn't do anything important</p> <p>◆ Subbu: he traces his past and realises how his route to success may not have been easy, analyses that he is a social person who is welcoming, is unable to work independently, how he is able to be creative and describes his poetic abilities.</p> <p>◆ The lawyer: analysing his character as someone who was neutral, reticent, cold</p> <p>◆ The actress on set: her naivety while working on films, her temperament and an analysis of why she left films</p>	
ii	<p>(Any one)</p> <p>◆ Sophie's father is annoyed with her because he thinks that she makes up stories.</p> <p>◆ He is irritated with her because she remains aloof from reality; he wants her to be practical and rooted in reality.</p> <p>◆ He thinks lowly of Sophie because she always lies about things.</p>	
iii	<p>◆ She describes the tigers in this manner to show them as strong characters who are not afraid to show themselves to the world.</p> <p>◆ She uses this description which has imagery to help readers paint a vivid picture of tigers that are clearly visible against a green background.</p> <p>◆ She describes the tigers this way to create a contrast later in the poem between the tigers and how the women of her time behave in a world of men.</p> <p><i>(Accept any other valid response.)</i></p>	
iv	<p>(Any two)</p> <p>◆ He is aware of when he became fearful and the reason behind it. Awareness can be a good starting step.</p> <p>◆ He takes the help of a coach/expert to learn the skill. If we learn the skill and understand how to do something, it can reduce how big the fear looks.</p>	



	<ul style="list-style-type: none"> <li>◆ He talks back to the voice of fear by challenging it. If we identify the voice in us and are able to challenge it, our mind stops fearing that thing.</li> <li>◆ He overcame his fear in bits and pieces by exposing himself to one thing at a time. If we break down the big fear into small tasks that we need to do/overcome, we can tackle fear in a systematic way.</li> </ul>
v	<p>The crisis of losing France to the Prussians brings out M Hamel's compassion. (Any one):</p> <ul style="list-style-type: none"> <li>◆ He stops being strict and talks to all the students in his class in a gentle and understanding manner.</li> <li>◆ He does not use the ruler in class to beat the students, but tries to impart as much knowledge as he can in the last French lesson.</li> <li>◆ He admits his own fault in why many students never learnt the language and feels apologetic for the choices he made as a teacher.</li> <li>◆ He does not berate Franz when Franz is unable to recite in French. Instead, he understands why Franz is behind due to his family's limitations and being given chores by M Hamel.</li> <li>◆ M. Hamel delivers the last lesson with patience that generates a lot of interest. He speaks about everything that he loves about the French language.</li> <li>◆ M. Hamel chokes up by the end of the lesson and is unable to speak. He fixes his eyes on everyone in the class feeling extremely sentimental and with a kind gaze.</li> </ul>
vi	<p>(Any one)</p> <ul style="list-style-type: none"> <li>◆ Beauty is immortal: There will always be beauty to find no matter what day and age we live in. You can find beauty in your day and age too, which could give you happiness.</li> <li>◆ Beauty keeps giving: Beauty's loveliness always increases. So invest in something (whether time or money) that you find beautiful and it will always give you returns in terms of joy.</li> <li>◆ Beauty can be found in many things: Nature has a lot of beauty that it offers us. Spend time in a garden or a green place to observe and experience beauty. That would bring you peace and joy.</li> <li>◆ Beauty gives us joy: It is a joy forever, so connect with beauty or try to find in whatever situation you are. It is bound to change your mood from sad to happy.</li> </ul>
<b>11.</b>	<b>Answer any TWO of the following three questions in 40–50 words. (2x2=4m)</b>
<p><b>Content -1</b>          → Full credit for appropriate inclusion of all content asked for → Partial credit ½ for relevant but incomplete content</p> <p><b>Expression – 1</b>          → Full credit for effective organisation → Partial credit ½ for some semblance of organisation of ideas</p> <p><i>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</i></p>	
i	<p>(Any one)</p> <ul style="list-style-type: none"> <li>◆ They talk about their personal experience of being bothered/bullied for something they have</li> </ul>



	<p>that is considered ugly by society. Therefore, having a common experience that feels unique to us can build a friendship.</p> <ul style="list-style-type: none"> <li>◆ They share their philosophy about life and how people behave with each other. While their perspectives do not always match, talking about beliefs itself is something that can bring people closer.</li> <li>◆ They challenge each other and do not behave in a polite manner with each other. Being who we really are and saying how we feel can build meaningful connections.</li> </ul>
ii	<p><i>Accept any one relevant contrast.)</i></p> <ul style="list-style-type: none"> <li>◆ Students would see and experience the actual implications of human activity on the environment rather than just reading about it. It would make students more motivated to act responsibly.</li> <li>◆ Students would have a life-changing experience at an unusual place like Antarctica which might make information and learning more memorable.</li> </ul>
iii	<p>(Any two)</p> <ul style="list-style-type: none"> <li>◆ Sadao's father was a proud Japanese citizen. This also made Sadao a loyal patriot of his own country.</li> <li>◆ Sadao's father maintained that one's future is in one's own hands. This pushed Sadao to become a very accomplished medical practitioner.</li> <li>◆ Sadao's father sent him to America to study medicine and surgery, and Sadao became a brilliant doctor as a result of that.</li> <li>◆ Sadao's father was particular about his race. This influenced Sadao's decision to fall in love with Hana. He also only married her after his father blessed the union.</li> <li>◆ Sadao's father had high expectations. In trying to meet those expectations, Sadao became a very accomplished doctor and a principled person.</li> </ul>
<b>12.</b>	<p><b>Answer ONE of the following two questions in about 120–150 words. (5m)</b></p>
<p><b>Content - 2</b>          → Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments          → Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance</p> <p><b>Expression – 2</b>          → Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas          → Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion</p> <p><b>Accuracy - 1</b>          → Full credit for none to minimal errors → Partial credit of ½ for spellings and/or grammatical, largely accurate          → No credit for error density causing impediment in understanding</p>	
A.	<p><b>Suggested response:</b></p> <p><i>Dear Diary,</i></p> <p><i>Today marks a month of Mahatma Gandhi being in our town. I remember his first day. As soon</i></p>





	<p>as he had entered, he started talking to the people. He asked questions about the kind of wages we earn and what the authorities have done about our living conditions. Thereafter, he went to the local police station and the district court. Finally, he got a policy put in place to ensure a minimum basic wage for our work. Our families now earn enough to not only make ends meet, but also save money at the end of every month. Most of the families now have a permanent shelter.</p> <p>We used to struggle for basic needs, but now, we can dream bigger. Maybe I will finally learn to drive a car, and one day, own a car too.</p> <p><i>(Accept any other valid response.)</i></p>
B.	<p><b>Suggested response:</b></p> <p>Interviewer: Thank you for joining us, Adrienne Rich and Robert Frost. My first question to both of you is --- What are the central themes of your poems?</p> <p>Rich: My poem highlights the oppression that women face at the hands of men, particularly as wives to their husbands. Women's freedom and rights are a social issue.</p> <p>Frost: Yes, my poem is also centered on a social issue. It talks about the oppression of the country folk. They remain poor because of the privileged city folk's ignorance.</p> <p>Interviewer: Thank you for sharing. My next question is --- What solution do you both propose in your poems?</p> <p>Rich: Well, I don't have a solution. I think women will die being oppressed. Men have been, and always will be, in power.</p> <p>Frost: I agree. In my poem too, I state that the country folk would be at peace if they died. The city folk will always have the upper hand. I, like Adrienne, don't have any hope for change.</p> <p><i>(Accept any other valid response.)</i></p>
<b>13.</b>	<p><b>Answer ONE of the following two questions in about 120–150 words. (5m)</b></p>
<p><b>Content - 2</b></p> <p>→ Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments</p> <p>→ Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance</p> <p><b>Expression – 2</b></p> <p>→ Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas</p> <p>→ Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion</p> <p><b>Accuracy - 1</b></p> <p>→ Full credit for none to minimal errors → Partial credit of ½ for spellings and/or grammatical, largely</p>	





accurate

→ No credit for error density causing impediment in understanding

A.

**Suggested response:**

*Bama: Hi sir, I noticed that you were carrying that packet in a funny manner. Why were you doing so?*

Elderly man: That may have looked funny to you, but I didn't really have a choice. People in our community often don't have choices. We belong to a caste whose people are considered 'untouchable'. The people of higher castes look at us as dirty, polluted people. So, anything we touch also becomes 'polluted'. I was carrying the *vadai* packet by the string so that I don't pollute it with my touch.

*Bama: But that's terrible. How does that make you feel?*

Elderly man: Well, this has been my life since I was born. I do not know anything else. Yet, every time this happens, I feel deeply humiliated. I am made to feel small and I am rejected for something I cannot change. I hope things will be different when you are my age.

*(Accept any other valid response.)*

B.

**Suggested response:**

*My sincerest greetings to his majesty,*

*I am Rajan, a subject of your kingdom, and I am writing to you today because your relentless killing of tigers in our forests has pained me deeply. Animals feel pain and have a right to live just like you and I do, your majesty. God has created us all as equals, so how can one species kill another for no real scientific reason?*

*I know that you have been doing this because of the astrologer's prophecy. However, I urge you to look to your rational side that had claimed, as an infant, that everyone must die one day. I must ask you this, then: does it matter how we die? If we must all meet our end one day, wouldn't you rather enjoy the time you have on earth, live meaningfully and compassionately, instead of worrying about a future where you are dead?*

*I hope that you will, as our king, do right by all living creatures.*

*Your loyal subject,  
Rajan*

*(Accept any other valid response.)*