

Section A: READING SKILLS (20 marks)							
Note:							
(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) Marks to be awarded 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.							
I. Based on your understanding of the passage, answer the questions given below.							
(i) C	(ii) It should be internalized and experienced. It should act as a linkage between education in the classroom and development in the society						
(iii) C	(iv) C	(iv) A	(v) B	(vi) World Programme for Human Rights Education (2005-ongoing)			
	(vii) B	(viii) Education for all	(ix) B	(x) D			
Read the passage given below and answer the questions:							
(i) d	(ii) c	(iii) d	(iv) b	(v) c. option 3	(vi) b	(vii) a	(viii) a
(ix) c	(x) Option 2.						
III SECTION B – CREATIVE WRITING SKILLS							
1. NOTICE							
Format – 1		Content -2	Organisation of ideas -1	Accuracy 1			
FORMAT – 1 mark							
Box, NOTICE (centre), name of issuing authority- organisation/ agency (centre), date of issue(aligned left), Authorisation name, designation & signature (bottom left)							
NOTE -full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.							
NOTE FOR GIVEN DESCRIPTORS ---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .							
CONTENT – 2 marks							
(As listed in value points) --- ½ mark *4=2 marks							
ORGANISATION OF IDEAS -1 mark							

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

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a notice viz. opening line to indicate the target audience, details/ information to be shared, mention of last date (if the Q lends itself to it), Line about contacting the undersigned etc.
- Carefully structured content with organised information presented cohesively in an aligned manner.
- Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.

½ mark – Limited display of listed parameters.

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

ACCURACY -1 mark

1 mark

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

½ mark

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

No credit

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

1.A Sarvodaya Education Society, a charitable organization is coming to your school to distribute books among the needy students. As Head Boy/Head Girl, Sunrise Public School, Surat, write **a notice**, in about 50 words, asking the students to drop the lists of books they need in the box kept outside the Principal's office. You are Navtej/Navita.

Value Points

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

OR

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

Value Points

- Correct format (as listed above)
- Drawing attention—House members of X-XII
- Sharing the changes—giving context

- Giving details -D,T,V - Line of polite apology/ inconvenience regretted etc. 📄 Line with reference to the undersigned
2. INVITATION
Format – 1 Content -2 Organisation of ideas -1 Accuracy 1
2 A. Features: Card type-formal invite - a single sentence presentation in third person / end line punctuations skipped - Use the simple present tense - answers the questions who, whom, when, where, what time and for what - includes name and address of the organiser /host and name/s of special invitees (if any) - No signatures 2B. Card type: Formal Reply Same as 2A.
Layout usually pertains to the following-- ✓ Name of host /hosts ✓ Formal standard expression-cordial ✓ Purpose of invitation ✓ Date /time of event ✓ Venue (address) ✓ Name of special guest (if any) ✓ RSVP ✓ Contact detail/ number
FORMAT – 1 mark A. Formal invite to many ---Card type & B. Reply to formal invite ---Card type NOTE -full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.
CONTENT – 2 marks
(As listed in value points) --- ½ mark *4=2 marks
ORGANISATION OF IDEAS -1 mark
1 mark -- Consistent to frequent display of the listed parameters. - Highly effective style capable of conveying the ideas convincingly with appropriate layout [Formal invite to many ---Card type] & [Reply to formal invite ---Card type] - Carefully structured content with organised information presented cohesively in an aligned manner. - Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.
½ mark – Limited display of listed parameters. - Inconsistent style, expression sometimes awkward, layout, barely accurate. - Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. - Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing.
ACCURACY -1 mark
1 mark

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. ½ mark - Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.
No credit Frequent errors in spelling, punctuation and grammar, impeding communication.
2.A You are Dhruv/Deepa. Your father, Shri Dheeraj Garg of Gurugram wants you to draft an invitation to be sent to friends and relatives on the occasion of your elder sister's marriage. Prepare a formal invitation giving necessary details in not more than 50 words.
Value Points Refer to features above
2.B You are Dr. Stanzin, a certified art therapist from Leh. You have been invited by G. D Public School, Jammu, to conduct a seminar for students on ' <i>Art Therapy the Way Forward</i> '. This seminar is to introduce students to the usefulness of art in dealing with personal and social problems. Write your reply, in about 50 words accepting the invitation.
Value Points - Reference to invitation - Acceptance of invitation - Confirmation of date, time and venue - Comment on looking forward to attending (if at all)
3. LETTER
Format – 1 Content -2 Organisation of ideas -1 Accuracy 1
Format Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted – <i>Yours truly</i> for letter to editor & in business circuits - <i>Yours sincerely</i>)
FORMAT – 1 mark
NOTE -full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.
NOTE FOR GIVEN DESCRIPTORS ---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .
CONTENT – 2 marks
2 marks ✓ All points included ✓ Well-developed with sustained clarity
1½ marks ✓ Almost all points incorporated ✓ Reasonably well-developed
1 mark ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response
½ mark ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development
ORGANISATION OF IDEAS -1 mark
1 mark -- Consistent to frequent display of the listed parameters. - Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending - Carefully structured content with organised paragraphing presented cohesively.

Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.
½ mark – Limited display of listed parameters. - Inconsistent style, expression sometimes awkward, layout barely accurate. - Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. - Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.
ACCURACY -1 mark
1 mark
- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. ½ mark - Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.
No credit Frequent errors in spelling, punctuation and grammar, impeding communication.
3.A India still faces a long road ahead in its quest to achieve Zero Hunger. Over 25 years since India ushered in its economic reforms, the country's has undergone significant structural transformations, encouraging planners to turn their focus away from agriculture and instead towards the service and manufacturing sector. Keeping the priority to providing food security, reducing poverty and generating employment under COVID-19 into consideration, write a letter to the Editor of a National Daily highlighting the issue. You are Tarun/Taruna, B – 7/9, Mall Road, Delhi. (100 – 125 words)
Value Points
- Defining what zero hunger is/any suitable opening line - How COVID-19 affected food security - Providing food security and reducing poverty along with generating employment: key - Suggestions-Stopping migration, making villages self sufficient, skill improvement, reducing corruption, etc.
You are Suresh/Smita. You come across the following advertisement in a national daily. You consider yourself suitable and eligible for the post. Write an application in response to the advertisement.
Applications are invited for the post of a nursery teacher in a reputed school of Delhi. The candidate must have at least 5 years' experience of teaching tiny-tots. The applicant must have a pleasant personality. He/she should be creative and innovative. Attractive salary. Interested candidates should apply to The Principal, AKS International, Indirapuram, Ghaziabad within 10 days with a detailed resume.
Value Points
Content - Covering Letter - Reference to the advertisement - Conveying suitability for the position a nursery teacher Bio data as separate enclosure - Profile of self - Educational Qualifications (include advertised requirements) - Work experience/s (if relevant)- include as it is required in the advertisement - References
Submission of application

Any other relevant information			
4. ARTICLE / REPORT			
Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
Article: Assessment Parameters			
Format  Title & By line Organisation & Content:			
The article should be crafted in this manner: Name/ designation of the writer (Use fictitious information if Q does not display) Discussion of various aspects of the topic-- causes, effects etc. presented strongly with evidence Title Byline Introductory para. Development of topic (1or 2 paras.) Concluding para. Illustrate thematic connect, eye-catching relevant topic sentence + expansion Writer's opinion/ comments + recommendations or solutions+ hope/ call for action/ warning Note: An article is not boxed. A box has been used here, as a tool for clear illustration.			
FORMAT – 1 mark			
NOTE -full credit if both aspects included. Partial credit (½ mark) if one aspect is missing or erroneous. No credit if both aspects are missing or erroneous.			
NOTE FOR GIVEN DESCRIPTORS ---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .			
CONTENT – 2 marks			
2 marks ✓ All points included ✓ Well-developed with sustained clarity			
1½ marks ✓ Almost all points incorporated ✓ Reasonably well-developed			
1 mark ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response			
½ mark ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development			
ORGANISATION OF IDEAS -1 mark			
1 mark -- Consistent to frequent display of the listed parameters. - Highly effective style capable of conveying the ideas convincingly with appropriate layout  Carefully structured content with organised paragraphing presented cohesively. - Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.			
½ mark – Limited display of listed parameters. Inconsistent style, expression sometimes awkward, layout, barely accurate.			

- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. - Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.
ACCURACY -1 mark
1 mark Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.
½ mark Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.
No credit  Frequent errors in spelling, punctuation and grammar, impeding communication.
OR
Report: Assessment Parameters
Format - Headline & By line - Reporting place and date - Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)
Organisation & Content:
FORMAT – 1 mark
NOTE -full credit if all aspects included. Partial credit (½ mark) if any one aspect is missing or erroneous. No credit if more than one aspect is missing or erroneous.
NOTE FOR GIVEN DESCRIPTORS ---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .
CONTENT – 2 marks
2 marks ✓ All points included ✓ Well-developed with sustained clarity
1½ marks ✓ Almost all points incorporated ✓ Reasonably well-developed
1 mark ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response
½ mark ✓ Most of the points of the given task not incorporated Limited awareness of task development
ORGANISATION OF IDEAS -1 mark
1 mark -- Consistent to frequent display of the listed parameters.

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a newspaper report viz. headline and by-line, place, date. - Carefully structured content with organised paragraphing presented cohesively. - Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.
½ mark – Limited display of listed parameters. - Inconsistent style, expression sometimes awkward, layout of the newspaper report barely accurate. - Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
 Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.
ACCURACY -1 mark
1 mark - Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. ½ mark - Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.
No credit Frequent errors in spelling, punctuation and grammar, impeding communication.
4.A Teenagers are full of energy as well as ideas. Write an article, in 120-150 words on the topic “How to channelize the Energy of the Teenagers?” You are Tejinder/Simran. You can use the following hints: Teenagers curious—full of questions—question elders—sometimes even wrongly—generation gap—may go astray—effect on society—how to channelize—productive hobbies—social work—sports—part-time job, etc.
Value Points ✓ Explain how children possess physical, emotional energy ✓ Channelising the energy of the youth. ✓ Curiosity and eagerness to develop their own outlook ✓ Roll of different people around children like parents, teachers ✓ Peere pressures, emotional well being, etc  Provide Suggestions (any 2) --- ✓ Curtailing over exposure due to technology ✓ Health issues ✓ Keeping them motivated to use their time positively
OR
4.B Ranikhet district, Uttarakhand, on the occasion of Basant Panchami celebrations had organized a three-day cultural festival. You are Bhupinder/ Priyanka Bhisht. Your newspaper had deputed you to cover the inaugural event of this festival. As a newspaper reporter, use the given cues along with your own ideas to write a report about the same in 120-150 words. - Big crowds -main grounds of the marketplace - Colourful decorations - Inauguration-local panchayat member to inaugurate. - Folk dance and songs
Value Points

Reason why the event was organised—by whom ? When ? Who attended? Event details –(refer to cues) Conclude including witness/ participant account/s	
SECTION C – LITERATURE	
IV Read the given extracts to attempt the questions with reference to context	
1.A <i>(i) C (ii) familiar ache (iii) B (iv) assure/console (v) d (vi) simile or Repetition</i>	
1.B (i) B (ii) A (iii) D (iv) C (v) B (vi) B	
2A. <i>(i) B (ii) D (iii) D (iv) A</i>	
2.B (i) D (ii) C (iii) A (iv) B	
3A (i) D (ii) charitable/ large-hearted (iii) A (iv) D (v) A (vi) C	
3B (i) B (ii) C (iii) C (iv) D (v) prodigy (vi) B	
V Answer ANY FIVE of the following in about 40-50 words each. 5*2=10	
Syllabus document –"Questions should elicit inferential responses through critical thinking."	
i. "When I sense a flash of it (daring) in Mukesh I am cheered." Comment on this statement in the light of the story, <i>Lost Spring</i> .	
Value Points	Guidance
People have lost the ability to dream. To Dream is to dare. OR People have accepted their miserable condition as their destiny or god given lineage. Mukesh is a silver line among the black cloud.	Content - Award 1 mark for inclusion of both the loss and the impact of any one of the 2 value points given. Award ½ mark if only the impact is listed. Expression – 1 mark when both given aspects are included. ✓ Answer organised effectively ✓ usage of words for effect-cause (due to, as a result, owing to, therefore, etc.) ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).
ii. The pain of separation is expressed both literally and metaphorically in the poem, <i>My Mother at Sixty-six</i> . Elucidate.	
Value Points	Guidance

Literally: use of expressions like “ashen like that of a corpse”, motionless, wan, Metaphorically: Poet hiding her pain behind her smile, use of ellipsis, contrast, all alluding to separation.	Content - Award 1 mark for writing the problem with the explanation. Award ½ mark for only one thing being mentioned. Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to be display elaboration/comparison/ reasoning ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).
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iii. How did the two experience of drowning affect William Douglas? Illustrate.

Value Points	Guidance
The first drowning scared him The second drowning cemented the same fear, made it almost permanent.	Content - Award 1 mark for giving any two qualities with explanation. Award ½ mark for mentioning the qualities only. Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to be relevant and coherent.
	½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).

iv. Give two reasons why, according to Pablo Neruda, is ‘keeping quiet’ essential to attaining a better, more peaceful world?	
Value Points	Guidance

• Makes us introspect and reflect upon our actions. • Helps us better understand ourselves and what we want. • Enables us to realise that many of our mindless actions are only harming us and not giving us happiness.	Content - Award 1 mark for stating any two reasons. Award ½ mark for just stating only one reason. Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to display rationalisation. ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).
v. If the Christmas spirit is about selflessness, forgiveness and becoming 'better' versions of ourselves amongst other things, Edla Willmansson is the epitome of this spirit. Justify with two points of evidence from <i>The Rattrap</i> .	
Value Points	Guidance
Edla- Despite knowing the truth about the peddler - • gave him shelter and treated him with full respect. (forgiveness) • even invited him for Christmas next year. (better version of herself)	Content - Award 1 mark for 2 complete valid points Award ½ mark for 1 valid point Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to display inference (based on reveals that.... etc.) ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).
vi. How has Aunt Jennifer created her tigers? What traits of tigers do they reveal? (<i>Aunt Jennifer's Tigers</i>)	
Value Points	Guidance
• She embroidered them. • She made them fearless, chivalric and made the move with elegance.	Content- Award 1 mark for any 2 valid points. Award ½ mark if only one valid point is mentioned. Expression – 1 mark when both given aspects are included ✓ Answer organised effectively

	✓ The language usage needs to display justification ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).
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VI Answer ANY TWO of the following in about 40-50 words each. 2*2=4

Syllabus document – "Questions should elicit inferential responses through critical thinking."

i. At the dining table, why did Zitkala-sa begin to cry when others started eating?

Value Points	Guidance
Not used to eating by formula. Felt out of place and embarrassed. Matron was angry and kept staring at her.	Content - Award 1 mark for 2 complete valid points. Award ½ mark for 1 valid point. Expression – 1 mark when both given aspects are included • Answer organised effectively • The language usage needs to display reasoning (reveals that.... etc.) ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

ii. How, according to Annan, was the caste system discriminatory? How can one overcome the indignities? (*Memories of Childhood*)

Value Points	Guidance
• People of lower caste never got any honour or dignity. They are deprived. • Education is the only way to overcome indignities.	Content – Award 1 mark for 2 valid points. Award ½ mark for 1 valid point. Expression – 1 mark when both given aspects are included • Answer organised effectively • The language usage needs to display analysis ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

iii. The modern world is full of insecurity, fear, war, worry and stress. What are the ways in which we attempt to overcome them? (*The Third Level*)

Value Points	Guidance
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There are various ways like listening to music, playing games, engaging ourselves in a sports activity, etc	Content – Award 1 mark for 2 valid points giving reasons. Award ½ mark for 1 valid point. Expression – 1 mark when both given aspects are included
	• Answer organised effectively • The language usage needs to display reasoning (reveals that.... etc.) ½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

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

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

Content 2 Expression 2 Accuracy 1

Note-

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

	DESCRIPTORS FOR CONTENT (with reference to value points)	MARKS	
	• Sustained, clear, well-developed personal response to the task • Well-developed and justified arguments/evidence for the characters	2	
	• Largely, a reasonably well-developed personal response to the task • Clear justification with arguments/evidence for the characters	1 ½	
	• Fairly competent personal response to the task • Clear justification with restricted arguments/evidence for the characters	1	
	• Limited awareness of the task • Limited justification or relevant arguments/evidence for the characters	½	
	DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion)	MARKS	
	• Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively. • Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.	2	
	• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas. • Range of vocabulary suffices in large parts to convey the overall idea and meaning	1 ½	
	• Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas. • Range of vocabulary is limited and conveys a basic idea of the overall meaning	1	

	- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas. - Very limited expected/ topical vocabulary as per question asked	½	
DESCRIPTORS FOR ACCURACY		MARKS	
	- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. - Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.	1	
No credit	Frequent errors in spelling, punctuation and grammar, impeding communication.	½	
		0	

i. In the story “The Last Lesson” M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.

Why did M. Hamel lay so much emphasis on preservation of one’s language? Answer the question in 120-150 words citing example(s) from the history substantiating M Hamel’s point of view.

Value Points

- For the enslaved people, their native language key to the prison of slavery.
- Language keeps them united as it becomes the common link among them.
- Language is not a mere means of communication. It is mingled with culture, tradition and has history.
- When a language disappears, there disappears a whole culture and society.
- Example of Native American people who lost their language and subsequently lost their identity.

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

OR

Read the extract from the story “The Rattrap”

Mr Ironmaster, must remember that a day may come when you yourself may want to get a big piece of pork, and then you will get caught in the trap.”

The ironmaster began to laugh.

“That was not so badly said, my good fellow. Perhaps we should let the sheriff alone on Christmas Eve. But now get out of here as fast as you can.”

Imagine Edla did not stop the peddler. What course would the story have taken? Compare and contrast your end of the story with the end chosen by Selma Lagerlof.

Value Points

- Any valid course of action and points thereon may be taken into consideration.

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

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

Content 2 Expression 2 Accuracy 1

Note-

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

	DESCRIPTORS FOR CONTENT (with reference to value points)	MARKS	
	- Sustained, clear, well-developed personal response to the task - Well-developed and justified arguments/evidence for the characters	2	
	- Largely, a reasonably well-developed personal response to the task - Clear justification with arguments/evidence for the characters	1 ½	
	- Fairly competent personal response to the task - Clear justification with restricted arguments/evidence for the characters	1	
	- Limited awareness of the task - Limited justification or relevant arguments/evidence for the characters	½	
	DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion)	MARKS	
	- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively. - Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.	2	
	- Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas. - Range of vocabulary suffices in large parts to convey the overall idea and meaning	1 ½	
	- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas. - Range of vocabulary is limited and conveys a basic idea of the overall meaning	1	
	- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas. - Very limited expected/ topical vocabulary as per question asked	½	
	DESCRIPTORS FOR ACCURACY	MARKS	

	- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. - Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.	1	
	No credit	½	
	Frequent errors in spelling, punctuation and grammar, impeding communication.	0	

i. The king was callous as a ruler and behaved whimsically. Thus, the people in his kingdom suffered while he fulfilled his desire of killing a hundred tigers.

Do you find leaders or politicians in the world today being indifferent to the needs of the people and behaving in the same way? Comment with relevant examples.

Value Points

- Instead of looking at the affairs of the kingdom and working for the wellness of the society, the king kept himself busy with his personal goal.
- Things similar to this still prevail. Russia Ukraine war is one such reality.
- Prevailing poverty and callous attitude of those who are at the helm of affairs may be another example.
- Violence, terrorism, hunger, child labour and indifferent attitude of the political leaders.
- Environmental issues and their apathy
- Any other valid points.

OR

ii. Sadao and Hana look upon their time in America with disdain due to the prejudice that they were subjected to. Yet Dr. Sadao treated the prisoner with utmost care. Evaluate Dr. Sadao's personality enumerating his dilemmas and ordeals he had had to endure in 120-150 words.

Value Points

- Subjected to racial discrimination while pursuing his studies of medicine.
- But Dr. Sadao was dutiful and humanitarian.
- Fought with his emotions for his country and yet tended the American patient.
- Had to tolerate the rude behaviour of his house aids
- Constant fear of getting caught the punishment for which could have been capital punishment.
- Informed the General and later helped Tom escape.