

<b>Strictly Confidential (For Internal and Restricted use only)</b> <b>Senior Secondary School Examination 2026 (XII)</b> <b>Marking Scheme - ENGLISH CORE (301)</b> <b>(QUESTION PAPER CODE – 1/1/2)</b>	
<b><u>General Instructions: -</u></b>	
<b>1</b>	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
<b>2</b>	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
<b>3</b>	<b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”</b>
<b>4</b>	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b>
<b>5</b>	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
<b>6</b>	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
<b>7</b>	Evaluators will tick mark ( ✓ ) wherever answer is correct. For wrong answer ‘X’ be marked. Evaluators will not put tick mark (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>

8	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.
9	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- <ul style="list-style-type: none"> <li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.
16	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.
17	<b>If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.</b>
18	<b>In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.</b>

**MARKING SCHEME****Senior Secondary School Examination, 2026****ENGLISH CORE (Subject Code- 301)****(Question Paper Code: 1/1/2)****IMPORTANT INSTRUCTIONS:****Maximum Marks: 80**

1. The answers given below are suggestive. Any independent interpretation should be discussed with the HE before awarding marks.
2. No marks shall be deducted for exceeding the word-limit.
3. If a spelling error is recurring, it should be penalized only once.

	<b>SUGGESTED VALUE POINTS</b>	<b>Steps</b>	<b>Marks</b>
	<b>SECTION A READING SKILLS</b>		<b>22 marks</b>
	<b>NOTE:</b> The objective of the reading section is to focus on testing a candidate's ability to comprehend. No mark(s) should be deducted for mistakes in usage and grammar, spelling or word-limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this, as long as it is relevant.		
<b>1.</b>	<b>Answer the following questions, based on the above passage.</b>		<b>12 marks</b>
<b>i.</b>	<b>According to Jonathan, what was the secret of living a long life?(para-1)</b>		
Ans.	getting rid of /freedom from – boredom, fear and anger	Step1:1 mark	1
<b>ii.</b>	<b>How did Jonathan's unconventional passion for flying lead to his exclusion from the flock? (para 2)</b>		
Ans.	<ul style="list-style-type: none"> <li>• for defying tradition and norms/ flying not for food but for his own satisfaction</li> <li>• other gulls laughed at him /would squawk /scorned him</li> <li>• flying higher and faster than any other gull</li> </ul> <b>(any two)</b>	Step1:1 mark Step2:1 mark	1+1
<b>iii.</b>	<b>Read and complete the following sentence suitably: 'Break the chains of your thought and you break the chains of your body', suggests: (para -3) Choose the correct response from the two options to complete the sentence: (A) Freedom is achieved through physical strength. (B) Mental Liberation is the key to true freedom.</b>		
Ans.	(B)Mental Liberation is the key to true freedom.	Step1:1 mark	1

iv.	<b>Complete the following suitably with ONE advantage with reference to para 3</b> <b>It was ironical that Jonathan Seagull's exile did not mean isolation but _____</b>		
Ans.	Peace and a new beginning/ liberation/freedom/ master loops, dives and rolls/ flying at speeds that blurred the ocean/ opportunity to achieve his full potential/ self-realization <b>(any other relevant point)</b>	Step1:1 mark	1
v.	<b>What do the two radiant gulls who approached Jonathan, most likely represent? (para 4)</b> <b>(A) Rivals sent to watch his skills.</b> <b>(B) A hallucination formed out of his loneliness.</b> <b>(C) Fellow gulls returning from his original flock.</b> <b>(D) Spiritual guides leading him to a higher plane</b>		
Ans.	(D)Spiritual guides leading him to a higher plane.	Step1:1 mark	1
vi.	<b>Provide one textual evidence with reference to paragraph 4 to prove the following:</b> <b>You are ready to come with us.</b>		
Ans.	He was soaring silently above the clouds/ You have learned much but there is more to flying, more to being a gull	Step1:1 mark	1
vii.	<b>In Chiang's statement, "the only true law is that which leads to freedom – there is no other", what does the phrase 'the only true law refer to? (para-5)</b>		
Ans.	freedom is the ultimate goal of existence/ to explore the limitless/ to understand oneself/ self- realisation	Step1:1 mark	1
viii.	<b>Select the option that best explains Jonathan's transformation after meeting Chiang.</b> <b>(A) becomes more aggressive and fearless</b> <b>(B) forgets that past and returns to his flock.</b> <b>(C) learns to use his skills to dominate the other gulls.</b> <b>(D) internalises freedom and shares his wisdom with others.</b>		
Ans.	(D)Internalises freedom and shares his wisdom with others.	Step1:1 mark	1
ix.	<b>Complete the analogy with ONE word from paragraph 6 :</b> <b>free : bound::dropped : _____</b> <b>(A) soared (B) learned</b> <b>(C) measured (D) break</b>		
Ans.	(A)soared	Step1:1 mark	1
x.	<b>In what way did Jonathan's journey challenge traditional beliefs? Give an example.</b>		
Ans.	<ul style="list-style-type: none"> <li>Jonathan mastered flying for joy, not for survival/ secret of flight- not flapping wings but in knowing the purpose of flying</li> <li>success is not about meeting societal expectations but achieving self-realisation and freedom/ breaking the chain of thought /attaining one's full potential</li> </ul> <b>(any other relevant point)</b>	Step1:1 mark Step2:1 mark	1+1

	<b>Passage 2</b>		
<b>2.</b>	<b>Answer the following questions, based on given passage.</b>		<b>10 Marks</b>
<b>i.</b>	<b>What strategy does the author use in paragraph (1) to highlight the seriousness of road accidents?</b> (A) use of statistics and emotional appeal. (B) humour and satire (C) technical jargon and neutrality (D) personal anecdotes and optimism		
Ans.	(A) use of statistics and emotional appeal	Step1:1 mark	1
<b>ii.</b>	<b>What evidence from the passage suggests that stricter school-zone measures were effective?</b> (A) the number of schools increased rapidly. (B) there was a 30% drop in minor accidents near schools. (C) teachers and parents opposed the new rules. (D) students stopped commuting by bicycle.		
Ans.	(B) There was a 30% drop in minor accidents near schools	Step1:1 mark	1
<b>iii.</b>	<b>What would the following be classified as ?</b> <b>Students launched a campaign called “Ride Right” promoting helmet use among two wheeler riders.</b> <b>Select the appropriate response:</b> (A) primary purpose (B) secondary objective (C) method of analysis (D) research outcome		
Ans.	(A) primary purpose	Step1:1 mark	1
<b>iv.</b>	<b>Give two points to support the success of the No Helmet – No Selfie Challenge.</b>		
Ans.	<ul style="list-style-type: none"> <li>• 2000 riders pledged to wear helmets daily</li> <li>• received invitations to speak in other schools</li> </ul>	Step1:1 mark Step2:1 mark	1+1
<b>v.</b>	<b>Which word from paragraph 4 best conveys the idea of ‘ensuring compliance through authoritative measures’ especially in the context of traffic systems?</b> (A) collection (B) enforcement (C) monitoring (D) automation		
Ans.	(B) enforcement	Step1:1 mark	1
<b>vi.</b>	<b>Analyze why does the author emphasise that both technology and personal responsibility are important in promoting road safety.</b>		

Ans.	<ul style="list-style-type: none"> <li>automated systems can detect violations / improve rule enforcement/ reduce human error /improve monitoring</li> <li>changes depend on change of mind sets / conscious choices/ every right choice sets an example</li> <li>external enforcement and internal discipline work together to improve road safety</li> </ul> <p>(any two)</p>	Step1:1 mark Step2:1 mark	1+1
vii.	<b>Complete the following with a suitable reason: Road safety is about personal responsibility because ____.</b>		
Ans.	it is the most powerful safety tool /if each one of us is responsible, all will be safe/ right choice sets an example/ it is about respecting life, valuing time and leading by example	Step1:1 mark	1
viii.	<b>Which of the following inferences is best supported by the data in the table?</b> <b>(A) enforcement of helmet and seat belt rules would address the cause of road deaths.</b> <b>(B) speeding is the key issue, which requires technological and behavioural interventions.</b> <b>(C) mobile phone use while driving is the fastest growing cause of accidents.</b> <b>(D) drunk driving accounts for more deaths than ‘no helmet/seat belt’ and distractions combined.</b>		
Ans.	(B)speeding is the key issue, which requires technological and behavioural interventions	Step1:1 mark	1
	<b>SECTION B CREATIVE WRITING SKILLS</b>		<b>18 marks</b>
	<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To test the ability to think logically and express clearly.</li> <li>To use a style appropriate to the given situation.</li> <li>To plan, organize and present ideas coherently.</li> </ul>		
<b>3.</b>	<b>Attempt ANY ONE of the two (A) or (B) in about 50 words:</b>		<b>1x4=4 marks</b>
	Distribution of marks <b>Format -1    Content – 2    Expression – 1</b> FORMAT - Name of issuing authority- organization / agency, NOTICE, heading, date of issue, signature, name, designation (bottom left), all enclosed in a box <ul style="list-style-type: none"> <li>No mark for format if content is irrelevant or missing.</li> <li>Full credit of 1 mark if all aspects are mentioned.</li> <li>Partial credit of ½ mark if any of the aspects is missing.</li> </ul>		

	EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
	<b>NOTICE WRITING</b>		
(A)	<b>You are Sakshi Mathur / Saksham Kher Counsellor of Bright Public School. Draft a notice informing students of Class X about the Annual Aptitude Test to be conducted. This test would provide objective insights into individual strength and areas of improvement to help make better educational decisions. Include other necessary details. Put your notice in a box.</b>		
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>• name of event</li> <li>• date, time, venue, purpose</li> <li>• target classes/ other details</li> <li>• invite registrations</li> <li>• deadline for registration</li> <li>• contact information</li> </ul> <p>(inputs given in the question to be included) (any other relevant point)</p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-1 mark</p>	4
	<b>OR</b>		
(B)	<b>You are Radhika Behl / Rahul Arora President of the School Community Service Club. To bridge the resource gap and provide free access to educational materials, draft a notice asking students to donate their used text books after the Annual Examination. Include all other necessary details. Put your notice in a box.</b>		
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>• Heading- Donation of text books (or any other)</li> <li>• Purpose- to bridge resource gap, provide free access to educational resources</li> <li>• date, time, place</li> <li>• contact information</li> </ul> <p>(inputs given in the question to be included) (any other relevant point)</p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-1 mark</p>	4
<b>4.</b>	<b>Attempt ANY ONE of the two, (a) or (b), in about 50 words.</b>		<b>1x4=4 marks</b>
	<p>Distribution of marks:</p> <p><b>Format -1 Content – 2 Expression – 1</b></p> <ul style="list-style-type: none"> <li>• No mark for format if content is irrelevant or missing.</li> <li>• Full credit of 1 mark if all aspects are mentioned.</li> <li>• Partial credit of ½ mark if any of the aspects is missing.</li> </ul>		

	EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
	<b>INVITATION CARD</b>		
(A)	<b>Draft an invitation on behalf of the Principal, Staff and Students inviting parents to attend a one-act play festival in your school. Mention one compelling highlight along with other necessary details.</b>		
Ans.	<b>Formal Invitation (Card format- put it in a box)</b> Suggested Value Points: <ul style="list-style-type: none"> <li>• invite in third person -mention host</li> <li>• occasion, day, date, time, venue, chief guest</li> <li>• one compelling highlight</li> <li>• formal and cordial expression</li> <li>• RSVP</li> </ul> <b>(inputs given in the question to be included)</b>	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-1 mark	4
	<b>OR</b>		
	<b>FORMAL REPLY</b>		
(B)	<b>You are Jessie / Joe Lobo CEO of Choice Fitness Company. You have been invited to inaugurate 'Himat' Martial Arts and Self-defence Centre. Draft a reply consenting to attend.</b>		
Ans.	<b>Formal Reply (Formal letter)</b> Format –Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Sign/Name Suggested Value Points: <ul style="list-style-type: none"> <li>• express thanks</li> <li>• acknowledge the invitation with event, date, time and venue</li> <li>• accept the invitation</li> <li>• formal and cordial tone</li> </ul> <b>(inputs given in the question to be included)</b>	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-1 mark	4
<b>5.</b>	<b>Attempt ANY ONE of the two, (A) or (B), in 120 - 150 words.</b>		<b>1x5=5 marks</b>
	Distribution of marks: <b>Format -1    Content – 2    Expression – 2</b> FORMAT –Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Sign/Name <ul style="list-style-type: none"> <li>• No mark for format if content is irrelevant or missing.</li> <li>• Full credit of 1 mark if all aspects are mentioned.</li> <li>• Partial credit of ½ mark if any of the aspects is missing.</li> </ul>		



	EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
	<b>LETTER TO EDITOR</b>		
(A)	<p>Noise pollution is increasingly becoming a focus of concern today. Write a letter to the editor of a local daily discussing the negative impact on people's health and daily life by the indiscriminate use of loud speakers in the city. Also suggest effective ways to raise awareness about noise pollution. You are Sneh Lal / Sahil Ved. You may use some of the given cues along with your own ideas to draft the letter.</p> <ul style="list-style-type: none"> <li>• Why are loud speakers used?</li> <li>• What are the consequences of misuse of loudspeakers?</li> <li>• disturbs peace, causes stress, irritation, hearing loss</li> <li>• How can this nuisance be checked?</li> <li>• Stricter enforcement, spread awareness, time and volume limits</li> </ul>		
Ans.	<p>Suggested Value Points:</p> <p>Negative impact</p> <ul style="list-style-type: none"> <li>• indiscriminate use of loud speakers</li> <li>• noise pollution</li> <li>• health issues</li> <li>• disturbs peace</li> <li>• causes stress, irritation</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>• spread awareness- campaigns/workshops</li> <li>• strict laws for time and volume limits</li> <li>• enforcement of laws/penalty</li> </ul> <p>(inputs given in the question may be included) (any four points and at least one from each part) (any other relevant point)</p>	<p>Step 1: Format- 1 mark Step 2: Content- 2 marks Step 3: Expression- 2 marks</p>	5
	<b>OR</b>		
	<b>JOB APPLICATION</b>		
(B)	<p>You are Sabhya / Sarit of 14, Lotus Enclave, Bhopal 40025. You read the following advertisement in the Bhopal Times and wish to apply for the post mentioned. Write a job application along with your bio data.</p> <p><b>Bright Residential School, Dehradun.</b></p> <p><b>Requires :</b> <b>Athletics Coach for Senior School.</b></p>		

	<p><b>Qualification : Bachelor's degree in Physical Education</b>  <b>Experience : 4 years experience in coaching track and field events.</b>  <b>Skills Required :</b></p> <ul style="list-style-type: none"> <li>• Sound knowledge of training techniques.</li> <li>• Adept at physical fitness assessments.</li> <li>• Capable of inquiry management.</li> <li>• Competent to train students for Zonal level and National level competitions.</li> <li>• Good communicative skill and children management.</li> </ul> <p><b>Apply to : The Principal, Bright Residential School, Dehradun</b></p>		
Ans.	<p>Suggested Value Points:</p> <ul style="list-style-type: none"> <li>• Covering letter</li> <li>• Reference to the advertisement</li> <li>• Mention qualifications</li> <li>• Offer candidature</li> <li>• Suitability for the post</li> </ul> <p>Bio-Data / Resume / CV</p> <ul style="list-style-type: none"> <li>• Personal details</li> <li>• Educational qualification</li> <li>• Work experience</li> <li>• Skills and achievements</li> <li>• References</li> <li>• Enclosures if any</li> </ul> <p><b>Note: no marks to be deducted if the Bio-data /Resume/CV is included in the covering letter</b></p> <p><b>(inputs given in the question to be included)</b>  <b>(any other relevant point)</b></p>	<p>Step 1: Format-1 mark  Step 2: Content-2 marks  Step 3: Expression-2 marks</p>	5
6.	Attempt ANY ONE of the two, (A) or (B), in 120 - 150 words.		1x5=5 marks
	<p>Distribution of marks:  <b>Format -1    Content – 2    Expression - 2</b>  <b>FORMAT -1 - Title and by-line</b></p> <ul style="list-style-type: none"> <li>• No mark for format if content is irrelevant or missing.</li> <li>• Partial credit of ½ mark if any of the aspects is missing.</li> </ul> <p><b>EXPRESSION-</b> grammar, spelling, punctuation, organisation and coherence of ideas</p>		
	<b>ARTICLE WRITING</b>		

(A)	<p><b>You are Aanya/Ankit. You are deeply disturbed by how moments of silence and relaxed living are vanishing from today's fast-paced, lives. You decide to write an article for the newspaper on 'The Vanishing Art of Slowing Down'.</b></p> <p><b>You may use the following cues along with your own ideas:</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li><b>impact of hustle culture and technology on mental well-being.</b></li> <li><b>losing connection with nature, people and self.</b></li> <li><b>importance of mindful celebrations and slow/relaxed living.</b></li> <li><b>role of schools, communities, and media.</b></li> <li><b>need for digital boundaries, reflection, and simple joys.</b></li> </ul> </div>		
Ans.	<p><b>Suggested Value Points:</b></p> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>fast-paced Lifestyle - constant connectivity, over scheduling, lack of breaks</li> <li>anxiety, stress, shallow social interactions, digital fatigue</li> <li>cultural loss - festivals and traditions becoming just performative and rushed</li> </ul> <p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>importance of relaxed living - mindfulness, real conversations, reconnecting with nature</li> <li>encourage reflection &amp; introspection/ making time for family and friends / screen free hours</li> <li>local celebrations, nature walks, reading circles, pursuing hobbies</li> <li>media campaigns –to promote slower pace of life, silence and balance</li> </ul> <p><b>(inputs given in the question may be included)</b>  <b>(any four points and at least one from each part)</b>  <b>(any other relevant point)</b></p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2 marks</p>	5
	OR		
	<b>REPORT WRITING</b>		
(B)	<p><b>Your school organised a 'Tastes of India' Week to educate students on the diversity of Indian cuisine. Write a comprehensive report detailing the activities conducted during the week. Describe the events, participation details, chief guest, and the overall impact of the programme on the</b></p>		

	<b>school. You are Arti/Aryan a student of Std. XII and the Secretary of the School Magazine Editorial Board. You may organise your report on the basis of What – When – Where – Who – Why – How</b>		
Ans.	<p>Suggested Value Points:</p> <ul style="list-style-type: none"> <li>• what – name and theme of event - ‘Tastes of India’</li> <li>• when- date, day, time</li> <li>• where- venue of event</li> <li>• who - chief guest, invitees, number of students participating</li> <li>• why- purpose of event</li> <li>• how – details of activities / overall response of the students, teachers and visitors / impact</li> </ul> <p><b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b></p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2 marks</p>	5
	<b>SECTION C LITERATURE</b>		<b>40 marks</b>
	<p><b>NOTE:</b> The objective of this section is to test a candidate’s ability to understand and interpret the prescribed text through short and long answer type questions. Long answer type questions have been set to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence, no particular answer can be accepted as the <b>only</b> correct answer. All presentations may be accepted as correct with consultation of the HE, if they have been duly supported by the facts drawn from the text. The student should be able to justify his / her viewpoint.</p> <p><b>In the Inter- textual questions reference to both the texts must be included.</b></p>		
7.	<b>Read the following extracts and answer the questions for ANY ONE of the given two, (A) or (B) :</b>		<b>1x6=6 marks</b>
(A)	<p><b>It would be an exotic moment without rush, without engines. we would all be together in sudden strangeness Fishermen in the cold sea would not harm whales and the man gathering salt would look at his hurt hands. (Keeping Quiet)</b></p>		
i.	<p><b>What does the phrase ‘an exotic moment’ in the extract signify?</b> <b>(A) surreal pause from mechanized human activity enabling reflection and unity.</b> <b>(B) ceremonial halt wherein humans acknowledge traditional and ecological wisdom.</b> <b>(C) spontaneous event where all human labour becomes</b></p>		

	<b>obsolete. (D) rare disruption of routine that highlights cultural diversity and isolation.</b>		
Ans.	(A) Surreal pause from mechanised human activity enabling reflection and unity.	Step 1:1 mark	1
ii.	<b>Complete the following sentence suitably: The words ‘we’ and ‘together’ signify _____.</b>		
Ans.	conscious awareness of all of humanity/ unity/ harmony / collective or shared human responsibility <b>(any other relevant point)</b>	Step 1:1 mark	1
iii.	<b>Select the option from those given in brackets to fill in the blank: The excerpt tells us that the poet _____ (condemns/glorifies) the moment ‘without rush, without engines’.</b>		
Ans.	glorifies	Step 1:1 mark	1
iv.	<b>Choose the correct option that BEST reflects the tone of the poet in the given extract: (A) despairing and cynical    (B) aggressive and accusatory (C) meditative and hopeful    (D) humorous and sarcastic</b>		
Ans.	(C) meditative and hopeful	Step 1:1 mark	1
v.	<b>Complete the sentence: The phrase ‘hurt hands’ is a symbol of _____.</b>		
Ans.	constant activity and striving/ hard physical labour/ mindless self- harming activity/ life of relentless labour without a pause. <b>(any other relevant point)</b>	Step 1:1 mark	1
vi.	<b>What message is the poet conveying through the given extract ?</b>		
Ans.	importance of introspection / silence/stillness/mindful living / peace/ pausing for unity/to attain a better world/ not to mindlessly exploit nature <b>(any other relevant point)</b>	Step 1:1 mark	1
	OR		
(B)	<b>You have the money, but if you want to be mean Why keep your money (this crossly) and go along The hurt to the scenery, wouldn’t be my complaint So much as the trusting sorrow of what is unsaid: Here far from the city we make our roadside stand And ask for some city money to feel in hand To try if it will not make our being expand, And give us the life of the moving – pictures’ promise That the party in power is said to be keeping from us.</b>		

	(A Roadside Stand)		
i.	What emotion does the speaker reveal when he says, ‘if you want to be mean, why keep your money (this crossly) and go along’? (A) curiosity (B) bitterness (C) indifference (D) detachment		
Ans.	(B) bitterness	Step 1:1 mark	1
ii.	What does the speaker imply in the statement ‘The hurt to the scenery wouldn’t be my complaint’ ?		
Ans.	easing human hardship matters more than protecting aesthetic beauty/suffering of the rural people more of a concern than natural beauty/ unsaid sorrow of roadside dwellers (any other relevant point)	Step 1:1 mark	1
iii.	Complete the following suitably: The word ‘expand’ in the line ‘to see if it will not make our being expand’ implies an aspiration to _____.		
Ans.	better economic opportunities and a more fulfilling life/ improve their standard of life/ desire for a better life (any other relevant point)	Step 1:1 mark	1
iv.	Read the two statements and choose the correct option :  Assertion (A) : The speaker critiques the governing party for withholding opportunities from the rural poor. Reason (R) : The extract praises the government for their promises of a life of the moving pictures’.  (A) Both the Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of the Assertion (A). (B) Both the Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A). (C) Assertion (A) is true, but the Reason (R) is false. (D) Assertion (A) is false, but the Reason (R) is true.		
Ans.	(C) Assertion (A) is true, but the Reason (R) is false.	Step 1:1 mark	1
v.	Which of the following concerns is NOT explored in the extract? (A) political manipulation of rural dreams (B) discrimination faced due to different religious policies. (C) transactional disconnection between the city and the village. (D) impact of unfulfilled expectations.		
Ans.	(B) discrimination faced due to different religious policies.	Step 1:1 mark	1
vi.	State in one sentence: What advice your address to the politicians from this extract is most likely to include ?		

Ans.	Spend money to uplift the plight of the country dwellers / not to make false promises/ provide opportunities to roadside dwellers/ stop being greedy and manipulative / be empathetic towards the rural people (any other relevant point)	Step 1:1 mark	1
8.	Read the following extracts and solve ANY ONE of the given two, (A) or (B)		1x4=4 marks
(A)	I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother, I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's ! In my anguish, I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder. (Memories of Childhood)		
i.	Complete the following suitably "Then I lost my spirit", indicates that the speaker _____.		
Ans.	resigned/ surrendered/ gave up/accepted her fate (any other relevant point)	Step 1:1 mark	1
ii.	What does Zit Kala-Sa imply about the prejudice prevailing in society when she talks of having 'suffered extreme indignities' ?		
Ans.	discrimination / lack of acceptance by mainstream culture / oppression/ disrespect for her culture/ cultural beliefs (any other relevant point)	Step 1:1 mark	1
iii.	Why did Zit Kala-Sa yearn to be with her mother in her moment of anguish ?		
Ans.	source of comfort / reassurance/ natural instinct for protection/safety (any other relevant point)	Step 1:1 mark	1
iv.	The tone of the narrator in the extract can be best described as (A) bitter and strong willed (B) detached and impersonal (C) pained and despairing (D) grateful and reflective		
Ans.	(C) pained and despairing	Step 1:1 mark	1
OR			
(B)	Derry : But I'm not.... I'm not afraid [pause] people are afraid of me. Mr. Lamb : Why should that be ?		

	<p><b>Derry : Everyone is. It doesn't matter who they are, or what they say, or how they look. How they pretend. I know. I can see.</b></p> <p><b>Mr. Lamb : See what ?</b></p> <p><b>Derry : What they think ?</b></p> <p><b>Mr. Lamb : What do they think, then ?</b></p> <p><b>Derry : You think.... 'Here's a boy'. You look at me... and then you see my face and you think. That's bad. That's a terrible thing. 'That's the ugliest thing I ever saw.' You think, 'poor boy'. But I'm not. Not poor. Underneath, you are afraid. Anybody would be – I am. When I look in the mirror, and see it, I'm afraid of me.</b></p> <p><b>Mr. Lamb : No, not the whole of you. Not of you.</b></p> <p><b>Derry : Yes !</b> (On the Face of It)</p>		
<b>i.</b>	<p><b>Which emotion dominates Derry's dialogue in this extract?</b></p> <p><b>(A) superiority (B) shrewdness</b></p> <p><b>(C) vulnerability (D) indifference</b></p>		
Ans.	(C) vulnerability	Step 1:1 mark	1
<b>ii.</b>	<p><b>Complete the following suitably:</b></p> <p><b>According to Derry, the people put up a pretence when they see him because _____.</b></p>		
Ans.	they don't want to reveal their repulsion / fear when they see his burnt face/ they don't want to hurt his feelings (any other relevant point)	Step 1:1 mark	1
<b>iii.</b>	<p><b>Complete the following suitably :</b></p> <p><b>When Mr. Lamb says, 'No, not the whole of you. Not of you.' He means _____.</b></p> <p><b>(A) Your face will get healed and your ideas about your appearance will change.</b></p> <p><b>(B) You are not just your face or your injury. That is not the sum total of who you are.</b></p> <p><b>(C) I am afraid of your face and your appearance.</b></p> <p><b>(D) You shouldn't look into the mirror so that you don't get the feeling of dejection.</b></p>		
Ans.	(B) You are not just your face or your injury. That is not the sum total of who you are.	Step 1:1 mark	1
<b>iv.</b>	<p><b>State in one sentence:</b></p> <p><b>What advice will you give to the people who pretend to look away when they see Derry's face ?</b></p>		
Ans.	to practice empathy / inclusivity / kindness / compassion/a person is not just their face or their injury but the sum total of who they are (any other relevant point)	Step 1:1 mark	1



9.	Read the following extracts and solve ANY ONE of the given two, (A) or (B)		1x6=6 marks
(A)	The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large mirrors. They were all incandescent lights, so you can imagine the fiery misery of those subjected to make-up. The make-up department was first headed by a Bengali who became too big for the studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils. All this shows that there was a great deal of National Integration long before A.I.R. and Doordarshan began broadcasting programmes on national integration. This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson hued monster with the help of truckloads of pancake and a number of other locally made potions and lotions. Those were the days of mainly indoor shooting, and only five percent of the film was shot outdoors. I suppose the sets and studio lights needed girls and boys to be made to look ugly in order to look presentable in the movie. A strict hierarchy was maintained in the make-up department. (Poets and Pancakes)		
i.	Why did the make-up room have a look of a hair-cutting salon?		
Ans.	It had lights at all angles and half a dozen large mirrors	Step 1:1 mark	1
ii.	What does 'fiery misery of those subjected to make-up' suggest? (A) emotional stress faced by the actors. (B) physical discomfort due to heat and lighting. (C) anger of the make-up artists due to irritation. (D) the discomfort caused by the cramped room.		
Ans.	(B) physical discomfort due to heat and lighting.	Step 1:1 mark	1
iii.	Complete the following suitably: The tone of the author in the phrase 'hideous crimson hued monster' is _____		
Ans.	humorous/sarcastic/ exaggerating ( any other relevant point)	Step 1:1 mark	1
iv.	Why was excessive make-up considered a cinematic necessity at Gemini Studios during that era? (A) minimised the cost of set design and costumes. (B) was a mandated practice by the studio's creative heads and lead actors. (C) aligned with the theatrical traditions the studio admired. (D) compensated for the lack of advanced lighting and camera technology.		

Ans.	(D) compensated for the lack of advanced lighting and camera technology.	Step 1:1 mark	1
v.	<b>What does ‘became too big for a studio and left’ imply about the Bengali make-up artist ?</b>		
Ans.	advanced in his career beyond the studio/ became arrogant and over ambitious (any other relevant point)	Step 1:1 mark	1
vi.	<b>Complete the sentence with a suitable reason: The author refers to the presence of people from different regions in the make-up department to _____.</b>		
Ans.	show that cultural/ national integration happened in the Gemini studio, much before the media publicised it (any other relevant point)	Step 1:1 mark	1
OR			
(B)	<b>‘Now I am going to tell you, Mr. Ironmaster, how things are’, he said. ‘The whole world is nothing but a big rattrap. All the good things that are offered to you are nothing but cheese rinds and bits of pork, set out to drag a poor fellow into trouble. And if the sheriff comes now and locks me up for this, then you, Mr. Ironmaster, must remember that a day will 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.’</b> (The Rattrap)		
i.	<b>What does the speaker mean when he says ‘The whole world is nothing but a big rattrap’ ?</b> (A) The world offers many chances for success and prosperity. (B) Temptations in life are traps that lead people into trouble. (C) Good deeds are always rewarded with cheese rinds. (D) Justice and fairness are not guaranteed for everyone.		
Ans.	(B) Temptations in life are traps that lead people into trouble.	Step 1:1 mark	1
ii.	<b>What does the following phrase from the extract showcase : ‘Cheese rinds’.</b> (A) temptation (B) affirmation (C) gluttony (D) deprivation		
Ans.	(A) temptation	Step 1:1 mark	1
iii.	<b>Select the correct option from those given in brackets to fill in the blank : By calling himself a ‘poor fellow’, the speaker emphasises his _____. (vulnerability /credibility)</b>		

Ans.	vulnerability	Step 1:1 mark	1
iv.	<b>What does the speaker imply through his warning to the ironmaster ?</b>		
Ans.	Everyone in life gives in to temptation at some point/ if he judges him today he may be similarly judged or entrapped/tempted later (any other relevant point)	Step 1:1 mark	1
v.	<b>What does the following line from the extract showcase about the ironmaster's nature?</b> <b>'Perhaps, we should let the sheriff alone on Christmas Eve.'</b> (A) materialistic (B) understanding (C) conniving (D) enterprising		
Ans.	(B) understanding	Step 1:1 mark	1
vi.	<b>Complete the following with a suitable reason : In the extract, it is implied that the speaker would be locked up because ____.</b>		
Ans.	peddler was not honest/ did not reveal his true identity/deceived or did not correct the Ironmaster (any other relevant point)	Step 1:1 mark	1
10.	<b>Answer ANY FIVE of the following six questions in 40 – 50 words each:</b>		<b>5x2=10 marks</b>
	Distribution of marks: <b>Content – 1 Expression – 1</b>		
i.	<b>Why were journalists and publishers puzzled by the success of 'The Name of the Rose' ? (The Interview)</b>		
Ans.	Journalists and publishers felt that readers did not read serious novels/people liked trash/don't like difficult reading experiences yet it being a highly intellectual novel filled with meta physics, theology and medieval history was a huge success (any other relevant point)	Step 1: Content-1 mark Step 2: Expression-1 mark	2
ii.	<b>Gandhi opposed C.F. Andrews' help in the Champaran episode. What were his reasons ?</b>		
Ans.	rely on themselves / believed in self-reliance/ seeking help from Andrews showed the weakness of their hearts (any other relevant point)	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iii.	<b>Explain the paradox in the line 'Because I had experienced both the sensation of dying and the terror of fear ....., the will to live grew in intensity.' (Deep Water)</b>		

Ans.	The thought of death is frightening, death itself is not so scary/death brings peace, the fear of death creates terror/ fear of death is worse than death itself <b>(any other relevant point)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iv.	<b>What was Franz expected to be prepared with on the day of the last lesson? (The Last Lesson)</b>		
Ans.	rules of participles	Step 1: Content-1 mark Step 2: Expression-1 mark	2
v.	<b>Describe the tigers embroidered by aunt Jennifer on the panel. (Aunt Jennifer's Tigers)</b>		
Ans.	bright, topaz coloured and denizens of the world of green /fearless, proud and unafraid/ chivalric, prancing, bold and magnificent <b>(any other relevant point)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
vi.	<b>Edla insisted on letting the stranger stay for Christmas despite knowing he could be a thief. Comment. (The Rattrap)</b>		
Ans.	<ul style="list-style-type: none"> <li>Edla believed everyone deserves kindness and a chance to experience peace especially during Christmas/ believed in keeping the spirit of Christmas alive</li> <li>wanted to implement all her plans she had made for him/make it Christmassy for him</li> <li>they had promised Christmas cheer- kept their promise</li> </ul> <b>(any other relevant point)</b> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
11.	<b>Answer ANY TWO of the following three questions in 40 - 50 words each.</b>		<b>2x2=4 marks</b>
Distribution of marks:- <b>Content – 1 Expression– 1</b>			
i.	<b>What does Bama's decision to excel in academics reveal about her character? (Memories of Childhood – We Too are Human Beings)</b>		
Ans.	hardworking/ resilient/ determined/ courageous/respects and follows her brother's advice / belief in self- empowerment / maturity in understanding her inner strength/ realises the role of education as a weapon against caste discrimination/ prejudice <b>(any other relevant point)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2

ii.	<b>How did the newspaper ‘The World’ contribute to Charley’s belief in the existence of the third level (The Third Level)</b>		
Ans.	<ul style="list-style-type: none"> <li>he noticed the newspaper - ‘The World’ which had not been published for years</li> <li>‘The World’ had the story about president Cleveland (any one)</li> </ul>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iii.	<b>Evaluate the role of the court astrologer in shaping the trajectory of the Tiger King’s life. (The Tiger King)</b>		
Ans.	Court astrologer acts as the trigger for the king’s obsession with the prophecy/ the prediction about his death by a tiger initiates the tiger hunting spree/ every decision in his life was guided by this obsession  (any other relevant point)	Step 1: Content-1 mark Step 2: Expression-1 mark	2
12.	<b>Answer ANY ONE of the following two questions, in about 120-150 words.</b>		<b>1x5=5 marks</b>
	Distribution of marks: - <b>Content – 3 Expression– 2</b> EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
(A)	<b>Sophie in ‘Going Places’ and Mukesh in ‘Lost Spring’ aspire for a better life yet external forces shape their realities and opportunities. Discuss.</b>		
Ans.	<ul style="list-style-type: none"> <li><b>Sophie:</b> Sophie aspires to own a boutique, be a manager, fashion designer, actress, date Danny Casey- from humble background/ lower middle class/ and was earmarked for biscuit factory</li> <li><b>Mukesh:</b> Mukesh aspires to be a motor mechanic, drive a car, but belongs to a family of poor bangle makers/ stuck in a vicious circle</li> <li>Both belong to humble backgrounds and lack opportunities, Mukesh determined to work hard and move away from the family lineage, Sophie escapes in fantasy world/daydreaming</li> </ul> (any other relevant point that summarises or gives contrast/ comparison between the two characters) ( three points referring to both the texts)	Step 1: Content-3 marks Step 2: Expression-2 marks	5
	OR		
(B)	<b>How is the transient nature of beauty and life portrayed in the poems ‘My Mother at Sixty Six’ and ‘A Thing of Beauty’?</b>		
Ans.	<b>‘My Mother at Sixty Six’</b> <ul style="list-style-type: none"> <li>transience of life is seen through the process of ageing and approaching death/ashen face/weakness</li> </ul>	Step 1: Content-3 marks	5

	<ul style="list-style-type: none"> <li>• beauty is seen in the vibrant, energetic life outside the car-trees sprinting and merry children - these images are in contrast to the mother</li> <li>• ageing shows life moves from youth to old age and eventually ends, so, physical beauty is transient</li> <li>• comparison to corpse suggests the inevitability of death</li> </ul> <p><b>‘A Thing of Beauty’</b></p> <ul style="list-style-type: none"> <li>• life is full of sadness, but beauty is an eternal source of joy/ enduring beauty can shield us from the harsh realities of life</li> <li>• even when a beautiful object fades, its memory and impact lasts</li> <li>• beauty is not merely physical</li> </ul> <p>Life and physical beauty are transient but the joy a thing of beauty gives is everlasting.</p> <p><b>(any other relevant point)</b> <b>( three points referring to both the texts)</b></p>	Step 2: Expression- 2 marks	
13.	<b>Answer any one of the following two questions, in about 120-150 words.</b>		<b>1x5=5 marks</b>
	Distribution of marks:- <b>Content – 3 Expression– 2</b> EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
(A)	<b>Examine how the presence of school students on the expedition contribute to the message of environmental responsibility and hope. (Journey to the End of the Earth)</b>		
Ans.	<ul style="list-style-type: none"> <li>• students- future decision/ policy-makers and care takers of this planet- ready to absorb, learn and act/ expedition creates a generation of future leaders who are informed and capable of making sustainable policy decisions</li> <li>• ‘Students on Ice’ programme -exposes them to the realities of climate change</li> <li>• first- hand experience of the fragile Antarctic ecosystem /witnessing glaciers retreating and ice shelves collapsing / drives home the effects of global warming in a manner no textbook could</li> <li>• immersive learning gives faster, deeper understanding and concern for the environment / teaches responsibility to students</li> <li>• teaches them how everything is connected- phytoplankton/ learn importance of taking care of small things</li> </ul> <p><b>(any other relevant point)</b></p>	Step 1: Content-3 marks Step 2: Expression- 2 marks	5

	(any three points)		
	OR		
(b)	<b>How does Pearl S. Buck explore the theme of humanitarianism versus patriotism in the lesson ‘The Enemy’? Support your answer with evidence from the text.</b>		
Ans.	<ul style="list-style-type: none"> <li>portrays the dilemma between humanitarian values and national loyalty through Dr. Sadao and Hana’s internal conflict</li> <li>Sadao is torn between his duty to his country and his ethical obligation to save a dying American soldier</li> <li>Sadao and Hana unable to throw the wounded soldier into the sea, bring him home and take care of him</li> <li>harbouring an enemy could result in severe consequences yet he chooses to operate and hide the POW</li> <li>servants leaving Sadao’s household, reflect societal disapproval of Sadao’s decision to help the enemy</li> <li>by highlighting the dilemma, the author emphasizes that true humanity transcends borders, politics and war</li> </ul> <p>(any other relevant point)</p> <p>(any three points )</p>	<p>Step 1: Content-3 marks</p> <p>Step 2: Expression- 2 marks</p>	5

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