

<b>Marking Scheme</b> <b>Strictly Confidential</b> <b>(For Internal and Restricted use only)</b> <b>Senior Secondary School Examination, 2026 (XII)</b> <b>SUBJECT NAME : English Core (Q.P. CODE 301/1-4-1)</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 <b>Class-XII</b>, 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 mark ( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) 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 totalled 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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past :-</p> <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****ENGLISH CORE (Subject Code- 301)**

**Senior Secondary School Examination, 2026 (XII)**  
**(Q.P. CODE 301/1-4-1)**

**IMPORTANT INSTRUCTIONS:****Maximum Marks: 80**

- The answers given below are suggestive. Any independent interpretation should be discussed with the HE before awarding marks.
- No marks shall be deducted for exceeding the word-limit.
- 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>How, according to paragraph 1, is Ramesh penalised for his habit of procrastinating?</b>		
Ans.	<ul style="list-style-type: none"> <li>he had to pay late fees/ he incurred late fees</li> <li>suffered emotional toll</li> </ul> <b>(any one)</b>	Step1:1 mark	1
<b>ii.</b>	<b>Explain with two suitable reasons, man's tendency to procrastinate.</b>		
Ans.	<ul style="list-style-type: none"> <li>it's part of human condition</li> <li>people want to feel good now, hence avoid tasks</li> <li>people fear failure / not living up to expectations</li> <li>people feel they work better under pressure</li> </ul> <b>(any two)</b>	Step1:1 mark Step2: 1mark	2
<b>iii.</b>	<b>In paragraph 3, what does "Some people procrastinate cleaning . Some people procrastinate by cleaning." convey?</b>		
Ans.	<ul style="list-style-type: none"> <li>some people avoid an important task (cleaning) while others do cleaning to avoid important tasks.</li> <li>there is no clear reason as to why and what people procrastinate / People may procrastinate anything</li> </ul> <b>(any one)</b>	Step1:1 mark	1
<b>iv.</b>	<b>How does John Brown, the professor of psychology, prove the claim of procrastinators wrong? (Paragraph 4)</b>		
Ans.	In his experiment, he proved that:	Step1:1 mark	1

	<ul style="list-style-type: none"> <li>procrastinators did worse than non- procrastinators under restrictions</li> <li>they made errors and took longer</li> </ul> <b>(any one)</b>		
<b>v.</b>	<b>Complete the analogy with one word from paragraph 4 :</b> <b>incompetency : inability : : discredit : _____</b> <b>(A) failure (B) debunk</b> <b>(C) embrace (D) confirm</b>		
<b>Ans.</b>	(B) debunk	Step1:1 mark	1
<b>vi.</b>	<b>What lesson do you learn from Arti Singh's experience? (Paragraph 4)</b> <b>(A) Procrastination offers job security.</b> <b>(B) People work better under pressure.</b> <b>(C) Procrastination saves one from failure.</b> <b>(D) Procrastination leads one to underestimate his or her own ability.</b>		
<b>Ans.</b>	(D) Procrastination leads one to underestimate his or her own ability.	Step1:1 mark	1
<b>vii.</b>	<b>Give textual evidence to bring out the adverse impact of bedtime procrastination. (Paragraph 6)</b>		
<b>Ans.</b>	<ul style="list-style-type: none"> <li>sleep deprivation</li> <li>obesity</li> <li>heart disease and other health issues</li> </ul> <b>(any two)</b>	Step1:1 mark Step2: 1mark	2
<b>viii.</b>	<b>'There's one bit of good news.' (Paragraph 6)</b> <b>'good news' here, refers to :</b> <b>(A) procrastination safeguards one's comfort.</b> <b>(B) nothing to feel bad about procrastination as everyone does it.</b> <b>(C) tendency to procrastinate reduces with age.</b> <b>(D) procrastinators experience less stress.</b>		
<b>Ans.</b>	(C) tendency to procrastinate reduces with age	Step1:1 mark	1
<b>ix.</b>	<b>What inference do you get from the expression 'to think small' in paragraph 7?</b> <b>(A) narrow thinking</b> <b>(B) breaking down larger tasks</b> <b>(C) to avoid bigger tasks</b> <b>(D) taking small breaks</b>		
<b>Ans.</b>	(B) breaking down larger tasks	Step1:1 mark	1
<b>x.</b>	<b>How can rewarding oneself help procrastinators? (Paragraph 7)</b>		
<b>Ans.</b>	it motivates people to do the task in time	Step1:1 mark	1
<b>Passage 2</b>			
<b>2.</b>	<b>Answer the following questions, based on the given passage.</b>		<b>10 marks</b>

i.	<b>Complete the following suitably : India is one of the _____ countries in the world. (Paragraph 1)</b>		
Ans.	megadiverse	Step1:1 mark	1
ii.	<b>Which would the following be classified as? Researchers focused on biodiversity in forests, rivers, and agricultural land to understand its importance and the challenges of conservation. (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome (Paragraph 2)</b>		
Ans.	(C) Method of analysis	Step1:1 mark	1
iii.	<b>Give two points to support how biodiversity affects forest workers and farmers. (Paragraph 3)</b>		
Ans.	<ul style="list-style-type: none"> <li>forest workers- reported that several species like elephants and tigers are decreasing in number</li> <li>farmers- many crops are failing due to climate change</li> </ul> <b>(two points)</b>	Step1:1 mark Step2: 1mark	2
iv.	<b>Based on the case study, analyse areas that have revealed urgent need for awareness and conservation. (Paragraph 3)</b>		
Ans.	<ul style="list-style-type: none"> <li>crop failure</li> <li>decrease in number of species / endangered species</li> <li>forest cover</li> </ul> <b>(any one)</b>	Step1:1 mark	1
v.	<b>Paragraph 5 uses words like ‘afforestation’ and ‘awareness’. Classify the following sentences as ‘afforestation’ and ‘awareness’.  Statement 1: Local communities must work together to restore forests, rivers, and wetlands. Statement 2: Schools must promote biodiversity education.</b>		
Ans.	Statement 1-afforestation Statement 2- awareness	Step1:1 mark	1
vi.	<b>Identify the stakeholders who should come together to create a healthy future for generations to come. (Paragraph 6)</b>		
Ans.	<ul style="list-style-type: none"> <li>government</li> <li>communities</li> <li>individuals</li> </ul> <b>(any two)</b>	Step1: 0.5mark Step 2: 0.5mark	1
vii.	<b>In what way is biodiversity the foundation of human survival? (Paragraph 6)</b>		
Ans.	gives food, medicine, water and clean air	Step1:1 mark	1

viii.	<b>Mention two eco-friendly farming methods in India from the passage.</b>		
Ans.	<ul style="list-style-type: none"> <li>organic farming</li> <li>mixed cropping</li> </ul>	Step1:1 mark Step2:1 mark	2
	<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>		
3.	<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>  <b>FORMAT</b> - 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> <b>EXPRESSION</b> - grammar, spelling, punctuation, organisation and coherence of ideas		
	<b>NOTICE WRITING</b>		
(a)	<b>You are Sheela/Sushil, Secretary, Music Club of Rainbow Public School, Hawapur. The Music Club is planning to organise a workshop on ‘Healing Powers of Music’ for students of Classes IX – XII. As Secretary of the club, draft a notice informing students about the workshop. Include all necessary details. Put your notice in a box.</b>		
Ans.	Suggested value points <ul style="list-style-type: none"> <li>name of the event</li> <li>date, time, venue</li> <li>target classes</li> <li>guest/resource person</li> <li>invite registrations</li> <li>deadline for registration</li> <li>contact information</li> </ul> <b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b>	Step 1: Format-1 Step 2: Content-2 Step 3: Expression-1	4
	<b>OR</b>		
(b)	<b>You are Deepika/Deepak Sharma. You are the President of Resident Welfare Association of Ganga Residential Society, Vayushahr. You are planning to felicitate the senior residents of the colony by recognizing their contribution in community engagement. Draft a notice informing residents about the</b>		

	<b>event and inviting them to attend it. Include necessary details. Put your notice in a box.</b>		
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>• name of the event and purpose</li> <li>• date, time, venue</li> <li>• target audience</li> <li>• guest(s)</li> <li>• invite residents to attend</li> <li>• contact information</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-1 mark</p>	4
4.	<b>Attempt ANY ONE of the two, (a) or (b), in about 50 words.</b>		<b>1x4=4 marks</b>
	<p>Distribution of marks <b>Format -1 Content – 2 Expression – 1</b></p> <ul style="list-style-type: none"> <li>• <i>No mark for format if content is irrelevant or missing.</i></li> <li>• <i>Full credit of 1 mark if all aspects are mentioned.</i></li> <li>• <i>Partial credit of ½ mark if any of the aspects is missing.</i></li> </ul> <p><b>EXPRESSION-</b> grammar, spelling, punctuation, organisation and coherence of ideas</p>		
	<b>INFORMAL INVITATION</b>		
(a)	<b>You are Sonam/Sushil of 26, R.J. Nagar, Laketown. You have got a job as a software engineer in a company in London. Before leaving for London, you would like to throw a party for your friends. Write an informal invitation, inviting your friends to the party.</b>		
Ans.	<p>Format : <b>Informal letter</b> Sender's address, date, salutation, complimentary close, sign/ name</p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>• name of the occasion</li> <li>• day, date, time, venue</li> <li>• informal and friendly tone</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-1 mark</p>	4
	<b>OR</b>		
	<b>FORMAL REPLY</b>		
(b)	<b>You are Abhilash/Abhishek Tiwari, Education Officer, Directorate of Education, and Hyderabad. You have been invited by the Principal, PSB Public School, Meenpur to inaugurate their new laboratory wing. Write a formal letter of reply accepting the invitation.</b>		
Ans.	<p><b>Formal reply accepting the invite</b> <b>Formal letter format:</b> Sender's address, date, receiver's address, subject and salutation/ salutation and subject, complimentary close, sign / name</p> <p><b>Suggested value points:</b></p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks</p>	4

	<ul style="list-style-type: none"> <li>• express thanks/acknowledge the invitation with event name, time and venue</li> <li>• acceptance of invitation</li> <li>• formal and cordial tone</li> </ul>	Step 3: Expression-1 mark	
5.	<b>Attempt ANY ONE of the two, (a) or (b), in 120 - 150 words.</b>		<b>1x5=5 marks</b>
	<p>Distribution of marks: <b>Formal Letter Format -1 Content – 2 Expression – 2</b></p> <p><b>Formal letter</b> <b>FORMAT</b> –Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Sign/Name</p> <ul style="list-style-type: none"> <li>• <i>No mark for format if content is irrelevant or missing.</i></li> <li>• <i>Full credit of 1 mark if all aspects are mentioned.</i></li> <li>• <i>Partial credit of ½ mark if any of the aspects is missing.</i></li> </ul> <p><b>EXPRESSION</b>- grammar, spelling, punctuation, organisation and coherence of ideas</p>		
<b>LETTER TO EDITOR</b>			
(a)	<p><b>You are Kavita/Karan Tripathi, an educationist, residing at 46, Rajnandi Lane, Panipur. You strongly feel that students of today should be made aware of media literacy and it should be imparted through the school curriculum. Write a letter to the editor of a national daily, stressing on the significance of introducing media literacy in schools and its benefits. You may use the following cues along with your own ideas to draft the letter.</b></p> <ul style="list-style-type: none"> <li>• What is media literacy?</li> <li>• What are the ways that it can be integrated in the school curriculum?</li> <li>• benefits of media literacy</li> <li>• helps build critical thinking skills</li> <li>• enhances effective communication skills</li> </ul>		
Ans.	<p><b>Suggested Value points</b> <b>Media Literacy:</b> ability to access/decode/evaluate/create and use media information thoughtfully</p> <p><b>Ways to integrate:</b></p> <ul style="list-style-type: none"> <li>• use news articles, ads, social media posts for analysis</li> <li>• include analysis of films, videos and digital content across subjects</li> <li>• discuss how media shapes opinions and biases</li> <li>• encourage critical questions related to media-who-what-why-for whom</li> <li>• teach digital safety, ethics and responsible behaviour</li> </ul>	<p>Step 1: Format-1 mark</p> <p>Step 2: Content-2 marks</p> <p>Step 3: Expression-2 marks</p>	5



	<b>Benefits of media literacy:</b> <ul style="list-style-type: none"> <li>• helps build critical thinking skills</li> <li>• promotes creativity with awareness</li> <li>• protects students from misinformation</li> <li>• encourages responsible media use</li> </ul> <b>(inputs given in the question may be included)</b> <b>(any other relevant point)</b> <b>(any four points)</b>		
	OR		
	<b>JOB APPLICATION</b>		
(b)	<p><b>You are Rupali/Rupinder of 51, J.M. Avenue, Prithvinagar. You have recently come across the following advertisement and wish to apply for the post. Write a job application along with your bio-data.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Rising Sun Advertising Agency Requires Graphic Designer</b></p> <p><i><b>Qualification:</b> Bachelor's Degree in Fine Arts (B.F.A.) or Bachelor of Design (B.Des.)</i></p> <p><i><b>Experience :</b> Minimum 3 years in the relevant field</i></p> <p><i><b>Skills Required :</b> Proficiency in design software, familiarity with print design, and web design basics</i></p> <p><i><b>Apply to:</b> The HR Manager, Rising Sun Advertising Agency.</i></p> </div>		
Ans.	<p>Suggested value points</p> <p><b>Cover Letter</b></p> <ul style="list-style-type: none"> <li>• reference to the advertisement</li> <li>• suitability for post</li> <li>• offer candidature</li> </ul> <p><b>Bio-data/ Resume/ CV</b></p> <ul style="list-style-type: none"> <li>• personal details</li> <li>• qualifications</li> <li>• experience</li> <li>• skills/ hobbies/ achievements</li> <li>• references</li> </ul> <p><b>Note- no marks to be deducted if the Bio-data/ Resume/ CV is included in the cover letter</b>  <b>(inputs given in the question to be included)</b></p>	<p>Step 1: Format-1 mark</p> <p>Step 2: Content-2 marks</p> <p>Step 3: Expression-2 marks</p>	5
6.	<b>Attempt ANY ONE of the two, (a) or (b), in 120 - 150 words.</b>		<b>1x5=5 marks</b>
	<p>Distribution of marks:</p> <p><b>Format -1    Content – 2    Expression – 2</b></p> <p><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> <b>EXPRESSION-</b> grammar, spelling, punctuation, organisation and coherence of ideas						
	<b>ARTICLE WRITING</b>						
(a)	<p><b>You are Varsha /Veer of Class XII. You have observed that healthcare systems in rural areas face a lot of challenges such as infrastructure and limited resources. Write an article expressing your concern and suggesting ways to improve the situation. You may use the following cues along with your own ideas to compose the article.</b></p> <table><tr><td><b>Challenges :</b></td><td><ul style="list-style-type: none"><li>Workforce shortage</li><li>Financial constraints</li><li>Lack of awareness</li></ul></td></tr><tr><td><b>Solutions :</b></td><td><ul style="list-style-type: none"><li>Improve public funding</li><li>Volunteer professionals</li><li>Community-based health education</li></ul></td></tr></table>	<b>Challenges :</b>	<ul style="list-style-type: none"><li>Workforce shortage</li><li>Financial constraints</li><li>Lack of awareness</li></ul>	<b>Solutions :</b>	<ul style="list-style-type: none"><li>Improve public funding</li><li>Volunteer professionals</li><li>Community-based health education</li></ul>		
<b>Challenges :</b>	<ul style="list-style-type: none"><li>Workforce shortage</li><li>Financial constraints</li><li>Lack of awareness</li></ul>						
<b>Solutions :</b>	<ul style="list-style-type: none"><li>Improve public funding</li><li>Volunteer professionals</li><li>Community-based health education</li></ul>						
Ans.	<p>Suggested value points:</p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"><li>inadequate medical infrastructure</li><li>shortage of trained doctors and health care workers</li><li>lack of awareness among rural people about health care facilities</li></ul> <p><b>Solutions:</b></p> <ul style="list-style-type: none"><li>organising health camps and mobile clinics</li><li>better government financial support / focused investment</li><li>encourage doctors to volunteer / free of cost service</li><li>use technology/ mobile clinics and telemedicine to reach remote areas</li></ul> <p>(inputs given in the question may be included) (any other relevant point) (any four points with at least one from each part)</p>	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2 marks	5				
	<b>OR</b>						
	<b>REPORT WRITING</b>						
(b)	<p><b>You are Surina/Somesh. Your school recently conducted an Inter-House Folk Dance Competition. Write a comprehensive report of the event including details like date, venue, number of participants, felicitation, etc. and the overall impact of the event on the school community. You may organize your report by using the following cues.</b></p> <p><b>Who – What – When – Where – Why – How</b></p>						

Ans.	<b>Suggested value points:</b> <ul style="list-style-type: none"> <li>• What-name and theme of the event</li> <li>• When- day, date , time</li> <li>• Where- venue of the event</li> <li>• Why- purpose of the competition</li> <li>• Who- chief guest, judges, audience, number of students participating</li> <li>• How- description of event/judgement criteria, winners, prizes/overall response from students and teachers.</li> <li>• overall impact -boosted students' confidence /promoted respect for cultural heritage /encouraged teamwork and healthy competition</li> </ul> <b>(inputs given in the question to be included)</b> <b>(any other relevant points)</b>	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2 marks	5
	<b>SECTION C-LITERATURE</b>		<b>40 marks</b>
	<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. <b>In the inter-textual questions, reference to both the texts must be included.</b>		
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)	<b>And such too is the grandeur of the dooms</b> <b>We have imagined for the mighty dead;</b> <b>All lovely tales that we have heard or read;</b> <b>An endless fountain of immortal drink,</b> <b>Pouring unto us from heaven's brink.</b> <b>(A Thing of Beauty)</b>		
i.	<b>"All lovely tales that we have heard or read."</b> <b>What is the idea conveyed by Keats in the above expression?</b> <b>(A) stories glorify martyrs' deaths</b> <b>(B) reading expands one's horizon</b> <b>(C) death is inevitable</b> <b>(D) eternity of art and literature</b>		
Ans.	(A) stories glorify martyrs' deaths OR (D) eternity of art and literature	Step1:1 mark	1
ii.	<b>Select the correct option from those given in the brackets.</b> <b>The 'mighty dead' refers to _____ (cowardly/heroic) death.</b>		

Ans.	heroic	Step1:1 mark	1
iii.	<p><b>Read the assertion and the reason below, with reference to the given extract.</b></p> <p><b>Assertion:</b> Keats compares tales of the mighty dead to the endless fountain of immortal drink.</p> <p><b>Reason:</b> The tales have the power to build our stamina and fight with our adversaries.</p> <p><b>Choose the correct option :</b></p> <p>(A) Both the assertion and the reason are true and the reason is the correct explanation of the assertion.</p> <p>(B) Both the assertion and the reason are true, but the reason is <i>not</i> the correct explanation of the assertion.</p> <p>(C) The assertion is false, but the reason is true.</p> <p>(D) The assertion is true, but the reason is false.</p>		
Ans.	(D) The assertion is true, but the reason is false	Step1:1 mark	1
iv.	<p><b>Complete the following suitably :</b></p> <p><b>In the poem, Keats uses the word ‘brink’ in the above extract to suggest _____.</b></p>		
Ans.	heaven’s edge/boundary/threshold (any other suitable word)	Step1:1 mark	1
v.	<b>What is common between ‘grandeur of the dooms’ and ‘lovely tales’?</b>		
Ans.	<ul style="list-style-type: none"> <li>• both are things of beauty and inspiration</li> <li>• they are great sources of beauty</li> <li>• both provide us everlasting joy</li> </ul> (any one)	Step1:1 mark	1
vi.	<b>How can the message in the extract be applied to mitigate stress in today’s times?</b>		
Ans.	<ul style="list-style-type: none"> <li>• by appreciating beauty</li> <li>• by reading stories/tales or indulging into art that inspire us</li> </ul> (any other relevant point) (any one)	Step1:1 mark	1
OR			
(b)	<p><b>The massive weight of Uncle’s wedding band Sits heavily upon Aunt Jennifer’s hand. When Aunt is dead, her terrified hands will lie Still ringed with ordeals she was mastered by. The tigers in the panel that she made Will go on prancing, proud and unafraid.</b></p> <p style="text-align: right;">(Aunt Jennifer’s Tigers)</p>		
i.	<p><b>‘Wedding band’ in the above extract symbolises :</b></p> <p>(A) freedom</p> <p>(B) togetherness</p> <p>(C) oppression</p> <p>(D) understanding</p>		

Ans.	(C) oppression	Step1:1 mark	1
ii.	<b>Complete the following suitably : 'Ordeals' in the above extract refers to _____.</b>		
Ans.	trauma/ painful experience/struggles or sufferings of Aunt Jennifer/ constraints of married life	Step1:1 mark	1
iii.	<b>How is the situation of the tigers in the panel different from that of Aunt Jennifer's?</b>		
Ans.	tigers are free and fearless while Aunt is suppressed and constrained	Step1:1 mark	1
iv.	<b>Read the assertion and the reason below, with reference to the given extract :</b> <i>Assertion:</i> Aunt Jennifer embroidered tigers in the panel. <i>Reason:</i> Aunt Jennifer expressed her desire to be free and fearless through her art.  <b>Choose the correct option :</b> (A) Both the assertion and the reason are true, but the reason is <i>not</i> the correct explanation of the assertion. (B) Both the assertion and the reason are true and the reason is the correct explanation of the assertion. (C) The assertion is true, but the reason is false. (D) The assertion is false, but the reason is true.		
Ans.	(B) Both the assertion and the reason are true and the reason is the correct explanation of the assertion.	Step1:1 mark	1
v.	<b>Select the phrase that suggests that art does not perish.</b>		
Ans.	tigers will go on prancing, proud and unafraid.	Step1:1 mark	1
vi.	<b>In the given extract, Aunt Jennifer is a victim of a _____ (patriarchal/matriarchal) society.</b>		
Ans.	patriarchal	Step1:1 mark	1
8.	<b>Read the following extracts and answer ANY ONE of the given two, (a) or (b):</b>		<b>1x4=4 marks</b>
(a)	<b>Some fifty rings arrived. The Maharaja sent the whole lot to the British officer's good lady. The king and the minister expected the <i>Duraisani</i> to choose one or two rings and send the rest back. Within no time at all the <i>Duraisani</i> sent her reply: 'Thank you very much for your gifts.' In two days a bill for three lakh of rupees came from the British jewellers. The Maharaja was happy that though he had lost three lakh of rupees, he had managed to retain his kingdom. (The Tiger King)</b>		
i.	<b>Why did the king order a set of fifty rings?</b>		
Ans.	<ul style="list-style-type: none"> <li>to save his kingdom</li> <li>to appease the British official (for not allowing him to hunt tigers in his kingdom)</li> </ul> <b>(any one)</b>	Step1:1 mark	1
ii.	<b>Identify one trait of the Maharaja revealed in the above extract.</b>		

	(A) careless (C) loyal	(B) irresponsible (D) manipulative		
Ans.	(D) manipulative		Step1:1 mark	1
iii.	<b>In the extract, how does the author bring out the paradox ‘gain through loss’?</b>			
Ans.	he saved the kingdom at the cost of people’s money/ though lost much money from treasury		Step1:1 mark	1
iv.	<b>Complete the following suitably : The king’s expectations were not met when the <i>Duraisani</i> _____.</b>			
Ans.	kept all the rings sent to her		Step1:1 mark	1
OR				
(b)	<b>At the stamp and coin store I go to, I found out that Sam bought eight hundred dollars’ worth of old-style currency. That ought to set him up in a nice little hay, feed and grain business; he always said that’s what he really wished he could do, and he certainly can’t go back to his old business. Not in Galesburg, Illinois, in 1894. His old business? Why, Sam was my psychiatrist. (The Third Level)</b>			
i.	<b>Complete the following suitably : Sam bought old-style currency because _____.</b>			
Ans.	<ul style="list-style-type: none"><li>• he wanted to buy tickets to Galesburg</li><li>• the new currency did not work in the olden times (any one)</li></ul>		Step1:1 mark	1
ii.	<b>Select the suitable option to complete the following : Sam in his “old business” was a : (A) farmer (B) psychiatrist (C) carpenter (D) consultant</b>			
Ans.	(B) psychiatrist		Step1:1 mark	1
iii.	<b>What inference do we get about the life in Galesburg in 1894?</b>			
Ans.	<ul style="list-style-type: none"><li>• peaceful and leisurely</li><li>• stress-free and simple</li><li>• free from wars</li><li>• agricultural society (any one)</li></ul>		Step1:1 mark	1
iv.	<b>How might the understanding of life in 1894 help us in living a better life in these stressful times?</b>			
Ans.	<ul style="list-style-type: none"><li>• adopt a simple life</li><li>• connect with neighbours</li><li>• move away from fast-paced life (any other relevant point) (any one)</li></ul>		Step1:1 mark	1
9.	<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)	<b>“I am thinking of this stranger here,” said the young girl. “He walks and walks the whole year long, and there is probably not a single place in the whole country where he is</b>			

	<p>welcome and can feel at home. Wherever he turns he is chased away. Always he is afraid of being arrested and cross-examined. I should like to have him enjoy a day of peace with us here — just one in the whole year.”</p> <p>The ironmaster mumbled something in his beard. He could not bring himself to oppose her.</p> <p style="text-align: right;">(The Rattrap)</p>		
i.	<p>Select the correct option from those given in the brackets to fill in the blank.</p> <p>The attitude of the girl towards the stranger is _____. (compassionate/contemptuous)</p>		
Ans.	compassionate	Step1:1 mark	1
ii.	<p>Select the textual option that is closest to indicating a sense of homelessness.</p> <p>(A) I am thinking of this stranger here (B) wherever he turns he is chased away (C) he is afraid of being arrested (D) could not bring himself to oppose her</p>		
Ans.	(B) wherever he turns he is chased away	Step1:1 mark	1
iii.	<p>What does the following line from the extract highlight about the stranger’s life?</p> <p>“I should like to have him enjoy a day of peace with us here.”</p>		
Ans.	<ul style="list-style-type: none"> <li>• always suspected and chased</li> <li>• humiliated and treated badly</li> <li>• had a difficult life</li> <li>• led a lonely life</li> </ul> <p>(any one)</p>	Step1:1 mark	1
iv.	<p>The expression ‘cross-examined’ in the above extract suggests that the stranger :</p> <p>(A) walks across the village. (B) often undergoes interrogation. (C) looks untidy. (D) fights with people in the village.</p>		
Ans.	(B) often undergoes interrogation.	Step1:1 mark	1
v.	<p>Complete the following suitably :</p> <p>The young girl keeps thinking about the stranger because she is moved by _____.</p>		
Ans.	his plight/ loneliness/ pitiable condition (any other relevant point)	Step1:1 mark	1
vi.	<p>Why was the ironmaster not able to oppose her?</p>		
Ans.	<ul style="list-style-type: none"> <li>• her arguments were morally and logically correct</li> <li>• she was very persuasive/compelling</li> </ul> <p>(any one)</p>	Step1:1 mark	1
	OR		

(b)	<p>She wished she could be admitted more deeply into her brother's affections and that someday he might take her with him. Though their father forbade it and Geoff had never expressed an opinion, she knew he thought her too young. And she was impatient. She was conscious of a vast world out there waiting for her and she knew instinctively that she would feel as at home there as in the city which had always been her home. It expectantly awaited her arrival. She saw herself riding there behind Geoff.</p> <p style="text-align: right;">(Going Places)</p>		
i.	<p>'.....their father forbade it.' What does 'it' refer to?</p> <p>(A) opening a new boutique (B) going to school (C) having a ride with Geoff (D) meeting Danny Casey</p>		
Ans.	(C) having a ride with Geoff	Step1:1 mark	1
ii.	What was she impatient about?		
Ans.	<ul style="list-style-type: none"> <li>to see/explore the outside world/exotic places</li> <li>to go out and fulfil her dreams</li> <li>to achieve her ambition</li> <li>to live her life more freely</li> </ul> <p>(any one)</p>	Step1:1 mark	1
iii.	Complete the following with a suitable reason : She longs to earn her brother's trust as _____.		
Ans.	<ul style="list-style-type: none"> <li>he is the only one who listens to her</li> <li>she admires him</li> <li>she feels he lives a better life</li> </ul> <p>(any one)</p>	Step1:1 mark	1
iv.	Pick up one sentence from the extract to show that she sensed a big world beyond her current life that was beckoning her.		
Ans.	She was conscious of a vast world out there waiting for her and she knew instinctively that she would feel as at home there as in the city which had always been her home / it expectantly awaited her arrival	Step1:1 mark	1
v.	Complete the following with a suitable reason : Geoff did not take her too seriously because _____.		
Ans.	he thought she was too young	Step1:1 mark	1
vi.	<p>What inference do we get about her father's character from the above extract?</p> <p>(A) strict and conventional (B) friendly and liberal (C) adaptable and non-interfering (D) sensitive and serious</p>		
Ans.	(A) strict and conventional	Step1:1 mark	1
10.	Answer ANY FIVE of the following six questions in 40 - 50 words each:		5x2=10 marks



	Distribution of marks: <b>Content – 1 Expression – 1</b>		
i.	<b>How did the author discover that the British visitor, Stephen Spender was the editor of ‘The Encounter’?</b> <b>(Poets and Pancakes)</b>		
Ans.	Asokamitran participated in a story contest/ visited the British Council Library and found <i>The Encounter</i> , with Stephen Spender’s name as editor- realised it was the same poet who had come to Gemini studios.	Step 1: Content-1 mark Step 2: Expression-1 mark	2
ii.	<b>Most celebrity writers despise being interviewed. Why?</b> <b>(The Interview)</b>		
Ans.	<ul style="list-style-type: none"> <li>interviews-unwarranted intrusions in people’s lives</li> <li>interviewers ask embarrassing/personal questions assaulting or diminishing them</li> </ul> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iii.	<b>What conflict of duties did Gandhi face in the Champaran incident in Indigo?</b> <b>(Indigo)</b>		
Ans.	<ul style="list-style-type: none"> <li>not to set a bad example as a law breaker vs. his moral duty to serve the poor peasants</li> <li>he disobeyed the authorities by obeying his conscience</li> </ul> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iv.	<b>How does the poet bring out that stillness is only a seeming death?</b> <b>(Keeping Quiet)</b>		
Ans.	<ul style="list-style-type: none"> <li>by saying that life is what it is about/ he does not want truck with death</li> <li>by comparing stillness with winter on earth which leads to renewal</li> </ul> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
v.	<b>What does the repetition of the word ‘smile’ in ‘My Mother at Sixty-six’ suggest?</b>		
Ans.	<ul style="list-style-type: none"> <li>the poet’s attempt to hide her pain/helplessness</li> <li>her coping mechanism</li> <li>reassurance to herself and her mother</li> </ul> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
vi.	<b>Eco says ‘I started writing novels by accident.’ Explain.</b> <b>(The Interview)</b>		
Ans.	He never planned to write novels - it happened one day when he had nothing to do/ it happened by chance at 50 years of age	Step 1: Content-1 mark	2

		Step 2: Expression- 1 mark	
<b>11.</b>	<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>		
<b>i.</b>	<b>How has man’s dominance over nature led to environmental degradation as described in ‘Journey to the end of the Earth’?</b>		
Ans.	<ul style="list-style-type: none"> <li>population explosion has left us battling with other species for resources</li> <li>unmitigated burning of fossil fuels has led to increased amount of carbon dioxide/ global warming</li> </ul> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
<b>ii.</b>	<b>Zitkala-Sa felt like sinking to the floor when she saw the way the Indian girls were dressed. Explain.</b> <b>(Memories of Childhood)</b>		
Ans.	<ul style="list-style-type: none"> <li>she was stripped of her blanket - she felt her cultural identity was taken away</li> <li>she saw other girls immodestly dressed - in tight fitting clothes, stiff shoes and shingled hair - against their cultural beliefs.</li> </ul> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
<b>iii.</b>	<b>‘It’s got nothing to do with my face and what I look like.’ How do the above words of Derry reflect his changed perspective towards life?</b> <b>(On The Face Of It)</b>		
Ans.	<ul style="list-style-type: none"> <li>starts to prioritise his life</li> <li>shifts focus from his scarred face to living a full life</li> <li>overcomes his fears /became confident</li> <li>shows desire to live to his full potential/ embrace life</li> </ul> <b>(any one)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
<b>12.</b>	<b>Answer ANY ONE of the following two questions in 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		
<b>(a)</b>	<b>Analyse the theme of poverty and exploitation as reflected in ‘Lost Spring’ and ‘A Roadside Stand’.</b>		
Ans.	<b>Lost Spring:</b> <ul style="list-style-type: none"> <li>web of extreme poverty- a trap for children like Saheb and Mukesh/ forces child labour</li> <li>miserable/inhuman living condition of the poor</li> <li>social injustice- vicious circle of middlemen, police, politicians, etc. / Lack of opportunities, education and resources</li> <li>leads to loss of childhood and dreams</li> </ul>	Step 1: Content-3marks Step 2: Expression-2 marks	5

	<p><b>A Roadside Stand:</b></p> <ul style="list-style-type: none"> <li>• shows rural poverty and economic struggle of villagers</li> <li>• villagers exploited and marginalised/victims of greedy politicians, etc.</li> <li>• receive little benefits from city dwellers and politicians</li> </ul> <p>Both reflect social/governmental apathy/indifference and neglect. Promises made to them are not kept.</p> <p>(any other relevant point) (any three with at least one from each text)</p>		
	OR		
(b)	<p><b>Lack of realisation and the casual attitude of the people of Alsace led to the loss of their mother tongue. In contrast, Douglas's understanding of his fear of water and its impact urged him to overcome his handicap and emerge as a successful person. Analyse 'The Last Lesson' and 'Deep Water' in the light of the above comparison.</b></p>		
Ans.	<p><b>The Last Lesson:</b></p> <ul style="list-style-type: none"> <li>• people of Alsace were casual about their language/ took mother tongue for granted</li> <li>• preferred leisure/work over studies</li> <li>• tendency to postpone led to the loss of language/culture</li> <li>• realised the value of French only after losing it</li> </ul> <p><b>Deep Water:</b></p> <ul style="list-style-type: none"> <li>• Douglas realised his fear that hindered him from leading a fuller life.</li> <li>• decided to overcome it by hiring an instructor/with hard work and persistence</li> <li>• his determination helped him overcome fear/regain confidence</li> </ul> <p>While Douglas was proactive, the people of Alsace were casual/laidback in their approach.</p> <p>(any other relevant point) (any three with at least one from each text)</p>	<p>Step 1: Content- 3marks Step 2: Expression- 2marks</p>	5
13.	<p><b>Answer any one of the following two questions in 120-150 words.</b></p>		1x5=5 marks
	<p>Distribution of marks:- <b>Content – 3 Expression– 2</b> EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas</p>		
(a)	<p><b>Education enables one to rise above narrow prejudices. Analyse the character of Dr. Sadao in the light of the above statement. (The Enemy)</b></p>		

Ans.	<ul style="list-style-type: none"> <li>despite wartime prejudice against Americans, helped the injured man even though it put him and his family at personal risk and various difficulties</li> <li>prioritised professional ethics- his trained hands acted instinctively to save the wounded soldier</li> <li>could not throw the wounded man back into the sea</li> <li>being a trained surgeon, he valued human life above nationality and hatred for enemy</li> <li>Education helped him develop a moral compass that enabled him to rise above hate and prejudice transcending borders</li> <li>his actions prove that true education builds empathy and humane outlook</li> </ul> <p>(any other relevant point) (any three)</p>	Step 1: Content-3 marks Step 2: Expression-2mark	5
<b>OR</b>			
(b)	<b>Mr. Lamb's influence on Derry, saved Derry from his life of frustration and alienation. Substantiate the above statement, citing evidences from the text 'On The Face Of It'.</b>		
Ans.	<ul style="list-style-type: none"> <li>Lamb refuses to show pity/ treat Derry as a victim</li> <li>emphasises Derry is more than his burnt face</li> <li>encourages Derry to watch, listen and think</li> <li>gives his own example and shows physical disability is not a barrier- advises him to make the most of his life</li> <li>shifts his focus from disability to capability- asks him to help in picking apples</li> <li>Lamb says-you have two arms, two legs-if he wants, he can get on better than the rest</li> <li>asks him to look beyond physical appearance (Beauty and Beast example)</li> <li>locking oneself up due to fear is absurd (example of man who died staying at home)</li> <li>Points to weeds to show everything has a place and beauty</li> <li>In the end, Derry gathers courage and confidence/ asserts his independence –returns to garden- wants to look and listen</li> </ul> <p>(any other relevant point) (any three)</p>	Step 1: Content-3 marks Step 2: Expression-2 marks	5

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