

<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 301/1-2-3)</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 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	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)****(PAPER CODE: 1/2/3)****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: 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>		
<b>1.</b>	<b>Answer the following questions, based on the above passage.</b>		<b>12 marks</b>
<b>i.</b>	<b>According to paragraph 1, what role does the suprachiasmatic nucleus play in our daily lives?</b>		
Ans.	<ul style="list-style-type: none"> <li>governs the body's circadian rhythm</li> <li>aligns our sleep/metabolism/ hormone release/mood with the 24 hour cycle</li> </ul> <b>(any one)</b>	Step1:1 mark	1
<b>ii.</b>	<b>How does the author use the metaphor 'the body remembers the sun even when the mind forgets' in paragraph 1?</b>		
Ans.	<ul style="list-style-type: none"> <li>internal clock doesn't tick with mechanical precision but responds to cues from nature</li> <li>highlights that the body's internal clock remains sensitive to natural cues like sunlight/fading light/ temperature of the wind</li> </ul> <b>(any one)</b>	Step1:1 mark	1
<b>iii.</b>	<b>Read and complete the following sentence suitably (Para 2). The phrase biological desynchronization refers to the state in which the :</b>		

	<p><b>Choose the correct response from the two options to complete the sentence.</b></p> <p><b>(A) body's natural rhythms no longer align with external time cues.</b></p> <p><b>(B) brain stops producing hormones due to stress.</b></p>		
Ans.	(A) body's natural rhythms no longer align with external time cues.	Step1:1 mark	1
iv.	<p><b>Complete the following suitably with ONE advantage with reference to Para 2.</b></p> <p><b>Designating specific hours/days for screen free activity can help _____.</b></p>		
Ans.	keep the body's internal clock aligned with natural rhythm/ prevent biological desynchronization/ reset circadian rhythm / digestion and memory	Step1:1 mark	1
v.	<p><b>Why does the writer refer to the circadian clock's loyalty to nature as inflexible? (Para 3)</b></p> <p><b>(A) operates independently of external environments.</b></p> <p><b>(B) resists manipulation through artificial means.</b></p> <p><b>(C) helps regulate heart rate very quickly.</b></p> <p><b>(D) is governed generally by only genetics.</b></p>		
Ans.	(B) resists manipulation through artificial means.	Step1:1 mark	1
vi.	<p><b>Provide ONE textual evidence to support 'The body pays a hidden price for tampering with its natural rhythms'. (Para 3)</b></p>		
Ans.	chronic fatigue/ hormonal imbalance/ weakened immunity /harm to body's invisible equilibrium	Step1:1 mark	1
vii.	<p><b>In the line '... societal obligations pull us in one temporal direction, while our biology tugs us in another', what does this contrast reveal about modern life? (Para 4)</b></p>		
Ans.	reveals the conflict between modern societal demands and our biological needs/ blurring of day and night/ persistently deprived of meaningful rest / lack of balance in modern life	Step1:1 mark	1
viii.	<p><b>Scientists use the term 'social jet lag' in paragraph 4 to describe the modern sleep crisis to _____.</b></p> <p><b>(A) compare how schedules disrupt our internal clock, similar to time zone travel confusion.</b></p> <p><b>(B) show that digital tools help improve sleep and daily performance in modern life.</b></p> <p><b>(C) suggest that regular travel is needed to maintain focus and healthy body rhythms.</b></p>		

	<b>(D) points out that teenagers stay awake late at night without valid biological reasons.</b>		
Ans.	(A) compare how schedules disrupt our internal clock, similar to time zone travel confusion.	Step1:1 mark	1
<b>ix.</b>	<b>Explain why adolescents may be at risk of internal time disruption. (Para 4-5)</b>		
Ans.	<ul style="list-style-type: none"> <li>during puberty, adolescents' natural clock shifts to later, which clashes with early school timings</li> <li>sleep deficiency and chronic fatigue</li> <li>lack of proper sleep hygiene at regular intervals /screen time before bedtime</li> <li>lack of physical exercise</li> </ul> <b>(any two)</b>	Step1:1 mark Step2:1 mark	2
<b>x.</b>	<b>Based on paragraph 6, identify possible obstacles to applying chronobiological principles in everyday life.</b>		
Ans.	<ul style="list-style-type: none"> <li>school hours</li> <li>architecture</li> <li>work shifts that do not align with biological rhythms</li> <li>fast paced life.</li> </ul> <b>(any two)</b>	Step1:1 mark Step2:1 mark	2
	Passage 2		
<b>2.</b>	<b>Answer the following questions, based on the above passage. Complete the following suitably :</b>		<b>10 marks</b>
<b>i.</b>	<b>In the introduction (Para 1), the writer emphasizes on the transformative potential of a quiet revolution by _____.</b>		
Ans.	eco - conscious elite practising urban farming (agriculture) to explore it as a practical solution to city based food shortages/ environmental degradation/ mental health challenges	Step1:1 mark	1
<b>ii.</b>	<b>What would the following be classified as? 'In Chennai and Pune, tax rebates and community grants are now offered to promote green roof tops'. (A) primary purpose      (B) incentives (C) methodology      (D) implications</b>		
Ans.	(B) incentives	Step1:1 mark	1
<b>iii.</b>	<b>Based on the passage, why might people opt to grow spinach and tomatoes on their own at home rather than purchasing them? (Para 2)</b>		
Ans.	to escape pesticide exposure / for healthier, chemical free food option/ avoid pesticides /to experiment with hydroponics	Step1:1 mark	1

iv.	<b>If the current trend as depicted in the table continues, which Indian city is most likely to emerge as a national model for tech-integrated urban farming by 2026? Give your reasoning.</b>		
Ans.	<ul style="list-style-type: none"> <li>Hyderabad</li> <li>already implementing an app - based Micro - Farm programme.</li> </ul>	Step1:1 mark Step2:1 mark	2
v.	<b>Analyze from the given data, what distinguishes Pune's approach from Hyderabad's in encouraging urban farming?</b>		
Ans.	Pune offers Terrace garden tax rebate / tax rebate	Step1:1 mark	1
vi.	<b>Write any two major challenges that have catalyzed the rise of urban farming.</b>		
Ans.	distance food travels from farm to fork / poor air quality / disconnect between city dwellers with rhythms of nature / city based food shortages/ environmental degradation/ mental health challenges/ non availability of pesticide free food (any two)	Step1:0.5 mark Step2:0.5 mark	1
vii.	<b>Name two incentives provided by NGOs or start-ups that encourage urban farming. How does this movement benefit the urban workforce? (Para 4)</b>		
Ans.	<ul style="list-style-type: none"> <li>starter kits/ seed kits/ app based guidance/ balcony farming workshops</li> <li>offers something tangible/ control, calm and climate action /pesticide free food</li> </ul> (any two)	Step1:0.5 mark Step2:0.5 mark Step3:1 mark	2
viii.	<b>Which of the following is NOT a challenge associated with urban farming, according to the passage?</b> (A) limited space availability (B) excessive food production (C) high equipment costs (D) inconsistent production		
Ans.	(B) excessive food production	Step1:1 mark	1
	<b>SECTION B</b> <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> 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>Your school is celebrating ‘Literary Week’ to promote reading habits and creative expression. As the co-curricular captain of Blue Valley School, Delhi, draft a notice, informing students of VI to XII inviting them to participate in the different activities. You are Ananya / Aarav. Put the 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, duration and purpose</li> <li>target classes</li> <li>details of the week/ activities</li> <li>invite participation</li> <li>last date of 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 mark Step 2: Content-2 marks Step 3: Expression-1 mark	4
	OR		
(B)	<b>You are Deepa / Daljit, the secretary of the Biology Club of your school. The club is organizing a week long workshop for school students after school hours on growing of microgreens for students. Draft a notice informing students the details of the workshop and last date of registration for participation. Include relevant details. Put the notice in a box.</b>		4
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>name of the event</li> <li>date, time, venue , duration</li> <li>target classes</li> <li>details – expert, cost, etc.</li> <li>invite participation</li> <li>last date of 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 mark Step 2: Content-2 marks Step 3: Expression-1 mark	

4.	Attempt ANY ONE of the two, (A) or (B), in about 50 words.		1x4=4 marks
	Distribution of marks: <b>Format -1 Content – 2 Expression – 1</b> <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 LETTER (FORMAL)</b>		
(A)	<b>As the Chief Editor of the school magazine, draft a formal letter of invitation, inviting Sudhendu Rangarajan renowned author of children's stories to conduct a workshop on editing skills for the budding student journalists in the school.</b>		
Ans.	Format - <b>Formal letter</b> 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>event, date, time, venue, purpose</li> <li>seek confirmation of availability by a given date</li> <li>formal and cordial tone</li> </ul> <b>(any other relevant point)</b>	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-1 mark	4
	OR		
	<b>INFORMAL REPLY</b>		
(B)	<b>Your friend has invited you to attend his felicitation ceremony for his brilliant research on isotopes by the National Science Academy. Write an informal reply congratulating your friend and accepting the invitation.</b>		
Ans.	Format - <b>Informal letter</b> Sender's address, Date, Salutation, Complimentary Close , Sign/ Name Suggested value points: <ul style="list-style-type: none"> <li>congratulate and express thanks for the invitation</li> <li>event, date, time, venue</li> <li>acceptance of invitation</li> <li>informal and friendly tone</li> </ul> <b>(any other relevant point)</b>	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-1 mark	4
5.	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>            FORMAT (Formal letter) – 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>• 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> <p>EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas</p>		
<b>LETTER TO EDITOR</b>			
(A)	<p><b>You are Reena / Rahul Sen, a resident of 10, Lake View Road, Lucknow. You have observed a growing lack of civic sense among students and young adults. They are often seen littering public places, playing loud music, damaging public property and disregarding rules in parks and other public places. You are deeply concerned and wish to spread awareness about civic responsibility.</b></p> <p><b>Write a letter to the Editor of a national daily expressing your concern and suggesting ways to inculcate social ethics and values among the youth. You may use the given cues, along with your own ideas to draft the letter.</b></p> <ul style="list-style-type: none"> <li>• role of schools and parents.</li> <li>• encouraging civic behaviour in daily life.</li> <li>• involving the youth in community service and awareness drives.</li> <li>• make youth realize the long term benefits of being responsible citizens.</li> </ul>		
Ans.	<p>Suggested value points:</p> <p><b>Express concerns:</b></p> <ul style="list-style-type: none"> <li>• lack of civic sense amongst the youth,</li> <li>• littering parks causing harm to environment</li> <li>• loud music causing disturbance</li> <li>• damage to public property, unruly behaviour, etc.</li> </ul> <p><b>Solutions:</b></p> <ul style="list-style-type: none"> <li>• involvement of parents, school, local authorities and media</li> <li>• inculcate social ethics and values, civic behaviour, etc.</li> <li>• student - led cleanliness drives, awareness programmes</li> <li>• role models from community, etc.</li> </ul> <p><b>(inputs given in the question may be included)</b></p>	<p>Step 1: Format-1 mark            Step 2: Content-2 marks            Step 3: Expression-2 marks</p>	5

	(any other relevant point) (any four points with at least one point for each part)		
	OR		
	<b>JOB APPLICATION</b>		
(B)	<p>You are Rubani / Sharad from Bengaluru. You have come across the following advertisement in the national newspaper and wish to apply for the same. Write a letter of application with your detailed bio-data.</p> <p style="text-align: center;"><b>DEL COLLECT ARCHITECTS</b> requires Interns for the Mumbai Office.</p> <p><b>Qualifications :</b> 3rd year B.Arch. students <b>Skills :</b> Software proficiency with industry – standard design software such as AutoCad, Adobe Creative Suite</p> <ul style="list-style-type: none"> <li>• Proficiency in drafting and modeling</li> <li>• Fundamental understanding of building codes and compliances</li> <li>• Attention to detail</li> </ul> <p><b>If you can demonstrate creative design skills – Del collect is your destination.</b></p>		
Ans.	<p>Suggested value points:</p> <p><b>Covering Letter</b> -reference to the advertisement -suitability for post -offer candidature</p> <p><b>Bio-data/ Resume/ CV</b> -personal profile -qualifications -experience -skills/ hobbies/ achievements -references</p> <p><b>Note- no marks to be deducted if the Bio-data/ Resume/ CV is included in the covering letter</b> <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> FORMAT -1 - Title and by-line</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>		

	EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
	<b>ARTICLE WRITING</b>		
(A)	<p><b>In a world dominated by screens and social media, the need for regular digital detox has become more important than ever, especially for teenagers. Write an article for your school magazine highlighting the importance of disconnecting from digital devices for mental clarity, real-world connection, and holistic growth. You may use the cues given below along with your own ideas. You are Neelima / Neel Roy of Class XII B.</b></p> <ul style="list-style-type: none"> <li>• What are the psychological and emotional impacts of excessive screen time?</li> <li>• How will digital detox help?</li> <li>• Suggestions on steps that students, parents, and schools can take to promote mindful use of technology.</li> </ul>		
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>• <b>impact of excessive screen time</b> - leads to fatigue, anxiety, poor sleep &amp; reduced focus, etc.</li> <li>• <b>benefits of digital detox</b> - improves concentration, good sleep, mindfulness and emotional well-being, etc.</li> <li>• <b>real world connections</b> - enhances communication skills and personal relationships, etc.</li> <li>• <b>role of school</b> - promote screen-free zones, digital wellness awareness and responsible tech use, etc.</li> <li>• <b>role of parents</b> - mindful screen use and balanced routines, encourage other hobbies</li> </ul> <p>(inputs given in the question may be included) (any other relevant points) (any four points)</p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2 marks</p>	5
	<b>OR</b>		
	<b>REPORT WRITING</b>		
(B)	<p><b>You are Tarini / Tarun Bedi of Class XII E and a member of the school's library council. Your school recently hosted a pop-up literature café in the library, wherein students shared poetry, flash fiction, and held themed table discussions. Write a comprehensive report describing the event, its purpose, student response and how it will contribute to promoting the reading culture in your school. Use the Who – What – When – Where – Why – How structure to organize your report.</b></p>		

Ans.	<p>Suggested value points :</p> <ul style="list-style-type: none"> <li>• What-name of the event</li> <li>• When-day, date, time</li> <li>• Where-venue</li> <li>• Who- guests invited/ participants/ audience</li> <li>• Why- theme/ purpose - literature cafe to promote reading</li> <li>• How- description of activities / events</li> <li>• student response/ feedback received</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 only 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 marks</b>
(A)	<p>The little house was out with a little new shed In front at the edge of the road where traffic sped, A roadside stand that pathetically pled, It would not be fair to say for a dole of bread But for some of the money, the cash, whose flow supports The flower of cities from sinking and withering faint. The polished traffic passed with a mind ahead, Or if ever aside a moment, then out of sorts At having the landscape marred with artless paint Of sign that with N turned wrong and S turned wrong <i>(A Roadside Stand)</i></p>		
i.	<b>What does the phrase 'the flower of cities' symbolically represent in the context of the poem?</b>		
Ans.	prosperity/ glamour/abundance / development/ luxury of city life	Step1:1 mark	1
ii.	<b>Read the statement and choose the correct option :</b>		

	<p><b>Assertion (A):</b> The roadside stand is a desperate appeal for inclusion in economic progress.</p> <p><b>Reason (R):</b> The villagers do not seek charity but want to be part of the mainstream financial flow that nourishes urban centers.</p> <p>(A) Both (A) and (R) are true, and (R) is the correct explanation of (A).          (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).          (C) (A) is true, but (R) is false.          (D) (A) is false, but (R) is true.</p>		
Ans.	(A) Both (A) and (R) are true, and (R) is the correct explanation of (A).	Step1:1 mark	1
iii.	<p>Select the correct option from those given in brackets, to fill in the blank.</p> <p>The roadside stand is positioned at the edge of the road to _____ (attract / discourage) the attention of city dwellers in their cars.</p>		
Ans.	attract	Step1:1 mark	1
iv.	<p>Complete the following suitably :</p> <p>In the excerpt the phrase ‘polished traffic’ symbolizes _____.</p>		
Ans.	<ul style="list-style-type: none"> <li>sophisticated / rich / snobbish city dwellers</li> <li>city people</li> </ul> <p>(any one point)</p>	Step1:1 mark	1
v.	<p>Which of the following ideas is not supported by the extract?</p> <p>(A) The villagers are seeking alms from the affluent to survive.          (B) There is a disconnect between urban wealth and rural struggle.          (C) The signage used by villagers lacks professional polish.          (D) Passing motorists are disinterested in the stand’s appeal.</p>		
Ans.	(A) The villagers are seeking alms from the affluent to survive.	Step1:1 mark	1
vi.	<p>What is the message that the poet wishes to convey in the given excerpt?</p>		
Ans.	<p>need to reduce the divide between the city &amp; country folk/ bridge rural and urban divide / rural poor not asking for charity but to be treated with dignity / urban elite need to be more sensitive to the rural poor / need for inclusive society / city people should move beyond self-centred indifference and help bridge the rural-urban economic gap</p> <p>(any other relevant answer)</p>	Step1:1 mark	1
	OR		

<b>(B)</b>	<b>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>		
<b>i.</b>	<b>What is the irony reflected in the contrast between Aunt Jennifer and the tigers she embroidered?</b>		
Ans.	<ul style="list-style-type: none"> <li>Tigers created by Aunt represent strength/ freedom/ courage/ fearlessness whereas Aunt's life represents oppression of married women in patriarchal society / she herself remains bound by fear.</li> <li>Aunt will die but the tigers she has created will continue to live on forever.</li> </ul> <b>(any one point)</b>	Step1:1 mark	1
<b>ii.</b>	<b>Select the phrase that suggests the following : The oppressive nature of Aunt Jennifer's marriage.</b>		
Ans.	still ringed with ordeals she was mastered by/ her terrified hands will lie still ringed	Step1:1 mark	1
<b>iii.</b>	<b>What does the imagery of the 'tigers' NOT represent in the given extract? (A) Terror (B) Freedom (C) Fearlessness (D) Majesty</b>		
Ans.	(A) Terror	Step1:1 mark	1
<b>iv.</b>	<b>The poet's tone towards Aunt Jennifer can BEST be described as : (A) celebratory (B) indifferent (C) empathetic (D) judgemental</b>		
Ans.	(C) empathetic	Step1:1 mark	1
<b>v.</b>	<b>Aunt Jennifer is referred to simply as 'Aunt' in the end, highlighting _____.</b>		
Ans.	universality of theme /movement from particular to a general context/ loss of identity <b>(any other relevant answer)</b>	Step1:1 mark	1
<b>vi.</b>	<b>State in one sentence, what is your advice to Aunt Jennifer with reference to the given extract and other women like her most likely to include?</b>		
Ans.	<ul style="list-style-type: none"> <li>speak up for your rights / challenge oppression</li> <li>raise your voice against male dominance</li> <li>be fearless and courageous</li> </ul> <b>(any other relevant answer)</b> <b>(any one point)</b>	Step1:1 mark	1

8.	Read the following extracts and solve ANY ONE of the given two, (A) or (B)		1x4 marks
(A)	After I had watched all this, at last I went home. My elder brother was there. I told him the story in all its comic details. I fell about with laughter at the memory of a big man, and an elder at that, making such a game out of carrying the parcel. But Annan was not amused. Annan told me the man wasn't being funny when he carried the package like that. He said everybody believed that they were upper caste and therefore must not touch us. If they did, they would be polluted. That's why he had to carry the package by its string. <i>(Memories of Childhood : We Too are Human Beings)</i>		
i.	Complete the following suitably. Bama's description of her observation of an elder portrays a _____ society.		
Ans.	caste based / class conscious / prejudice ridden (any other relevant answer)	Step1:1 mark	1
ii.	What shift in understanding does the narrator undergo after her brother explains the event? (A) confusion to clarity      (B) humour to indifference (C) laughter to awareness      (D) pride to shame		
Ans.	(C) laughter to awareness	Step1:1 mark	1
iii.	List one emotion that Annan feels on hearing Bama's account.		
Ans.	pain / hurt /anger/ upset (any other relevant answer)	Step1:1 mark	1
iv.	Why according to Annan, did the elder have to carry the packet by the string?		
Ans.	the belief that anything to be consumed by the upper caste should not be touched by the lower caste/ things would get polluted if touched by lower caste/ practice of untouchability/ the elder belonged to lower caste	Step1:1 mark	1
	OR		
(B)	I got to wishing that you were right. Then I got to believing you were right. And, Charley, it's true. I found the third level! I've been here two weeks, and right now, down the street at the Daly's, someone is playing a piano, and they are all out on the front porch singing 'Seeing Nelly Home'. And I'm invited over for lemonade – come on back, Charley and Louisa. Keep looking till you find the third level. It's worth it, believe me! – The note is signed Sam. <i>(The Third Level)</i>		
i.	Complete the following suitably : The idea evoked by the singing of 'Seeing Nelly Home' and having lemonade on the porch strongly evokes _____.		
Ans.	nostalgia/ sense of peace/ calm/ relaxed life	Step1:1 mark	1

ii.	<b>What is ironical in Sam, the psychiatrist, being the one who ‘escapes’ to Galesburg and the past?</b>		
Ans.	<ul style="list-style-type: none"> <li>Sam refers to it as waking dream wish fulfilment yet escapes to Galesburg</li> <li>Sam, a professional psychiatrist, dismissed Charley’s experience of third level as a sign of insecurity, escapes to Galesburg / peaceful world of 1894</li> </ul> <b>(any one point)</b>	Step1:1 mark	1
iii.	<b>Why does Charley want Sam to come to the third level?</b>		
Ans.	Third level would take him to Galesburg / a peaceful / stress free / war free place (whether written from Sam or Charley’s point of view, the above value points to be accepted) <b>(any other relevant point)</b>	Step1:1 mark	1
iv.	<b>What is the overall tone that is conveyed through the content and style of Sam’s letter to Charley?</b> <b>(A) melancholic and uncertain</b> <b>(B) cheerful and inviting</b> <b>(C) cynical and friendly</b> <b>(D) detached and factual</b>		
Ans.	(B) cheerful and inviting	Step1:1 mark	1
9.	<b>Read the following extracts and solve ANY ONE of the given two, (A) or (B)</b>		<b>1x6 marks</b>
(A)	<b>The officials felt powerless without Gandhi’s cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians. The government was baffled. The prosecutor requested the judge to postpone the trial. Apparently, the authorities wished to consult their superiors. Gandhi protested against the delay. He read a statement pleading guilty. He was involved, he told the court, in a ‘conflict of duties’ – on the one hand, not to set a bad example as a lawbreaker, on the other hand, to render the ‘humanitarian and national service’ for which he had come. He disregarded the order to leave, ‘not for want of respect for lawful authority, but in obedience to the higher law of our being, the voice of conscience’. He asked for the penalty due.</b> <b>(Indigo)</b>		
i.	<b>Gandhi’s method of engaging with the officials, as depicted in the passage, primarily demonstrated :</b>		



	(A) The power of non-violent resistance and moral authority. (B) His willingness to compromise on key principles for cooperation. (C) A tactical retreat to gain future advantages. (D) A strategy of negotiation and reconciliation.		
Ans.	(A) The power of non-violent resistance and moral authority.	Step1:1 mark	1
ii.	Select the correct option from those given in brackets to fill in the blanks. The reaction of the officials when Gandhi regulated the crowd was of _____. (bafflement/indifference)		
Ans.	bafflement	Step1:1 mark	1
iii.	Complete the following sentence suitably : The government's decision to postpone the trial to consult higher authorities implies that they _____.		
Ans.	felt powerless/ were unsure how to handle the situation/ were afraid of crowd's reaction	Step1:1 mark	1
iv.	What is reflected through the phrase 'voice of conscience' in the given excerpt?		
Ans.	moral duty / fight against injustice/ to render humanitarian or national service / inner voice (any other relevant answer)	Step1:1 mark	1
v.	Choose the correct option : "On the one hand not to set a bad example as a lawbreaker; on the other hand, to render humanitarian and national service" The above line from the extract expresses _____. (A) conflict (B) humiliation (C) admiration (D) suppression		
Ans.	(A) conflict	Step1:1 mark	1
vi.	Complete the following with a suitable reason : Gandhi asked for the penalty due because _____.		
Ans.	he didn't want any delay/ he accepted that he had disobeyed the order/ he pleaded guilty	Step1:1 mark	1
OR			
(B)	After dark she walked by the canal, along a sheltered part lighted only by the glare of the lamps from the wharf across the water, and the unceasing drone of the city was muffled and distant. It was a place she had often played in when she was a child. There was a wooden bench beneath a solitary elm where lovers sometime came. She sat down to wait. It was a perfect place, she had always thought so, for a meeting of this kind. For those who wished not be observed. She knew he would approve. (Going Places)		
i.	Where did she walk after it was dark?		

Ans.	She walked by the canal along the sheltered part lighted only by the glare of the lamps.	Step1:1 mark	1
ii.	<b>Why does the sound of the city being ‘muffled and distant’ matter in the context of her present mood?</b> (A) reflects her desire to escape the noise of daily life. (B) suggests a peaceful contrast to her inner excitement. (C) creates a dreamy atmosphere that supports her fantasy. (D) emphasizes her emotional detachment from the real world.		
Ans.	(C) creates a dreamy atmosphere that supports her fantasy.	Step1:1 mark	1
iii.	<b>How does the description of the setting contribute to the mood of the extract?</b> (A) creates a nostalgic and emotionally reflective tone through memories. (B) builds suspense and tension with dark, unfamiliar surroundings. (C) highlights a lively and energetic atmosphere with city sounds. (D) emphasizes a sense of urgency and action in Sophie’s movements.		
Ans.	(A) creates a nostalgic and emotionally reflective tone through memories.	Step1:1 mark	1
iv.	<b>Complete the following sentence with a reason : She chose the particular location for her meeting because _____.</b>		
Ans.	a quiet setting adds a touch of romance and secrecy / familiar place as she came here as a child/ perfect place for a meeting of this kind	Step1:1 mark	1
v.	<b>Why did she feel that he would approve of her choice of location?</b>		
Ans.	people who did not want to be observed came here/ perfect place for a meeting of this kind/ quiet setting with a touch of romance	Step1:1 mark	1
vi.	<b>Complete the following with a suitable reason : She sat down on a wooden bench beneath the solitary elm because _____.</b>		
Ans.	she was waiting for Danny Casey/ she felt it was a perfect place for lovers	Step1:1 mark	1
10.	<b>Attempt 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>Mukund Padmanabhan was a reporter who interviews Umberto Eco. In the context of the chapter, reveal any two of his traits as an interviewer. (The Interview)</b>		
Ans.	<ul style="list-style-type: none"> <li>• well researched and planned</li> <li>• made the interviewee comfortable</li> <li>• lets the interviewee expresses himself freely</li> <li>• asks questions that get insight into interviewee's life, personality and writing</li> </ul> <p>(any other relevant point) (any two points)</p>	Step 1: Content-0.5 mark Step 2: Content-0.5 mark Step 3: Expression-1 mark	2
ii.	<b>Did the peddler respect the confidence reposed in him by the crofter? Explain. (The Rattrap)</b>		
Ans.	No, betrayed his trust by robbing the thirty kronors from his home	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iii.	<b>The misadventure at the YMCA pool by Douglas had far reaching consequences. Explain. (Deep Water)</b>		
Ans.	developed deep fear of water - could not enjoy swimming, canoeing, boating, fishing, etc./ icy horror grabbed his heart/ began trembling and legs got paralysed when near water	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iv.	<b>“Saheb is no longer his own master.” What does the author mean when she says so? (Lost Spring)</b>		
Ans.	at the tea stall – has to obey his master's orders/ has a fixed routine/ cannot do what he pleases or be with his friends	Step 1: Content-1 mark Step 2: Expression-1 mark	2
v.	<b>Why did Kamala Das add the image of merry children to her poem? (My Mother at Sixty Six)</b>		
Ans.	<ul style="list-style-type: none"> <li>• to draw a contrast between mother's lack of energy and dullness with children's vitality/ vigour/ energy</li> <li>• to distract herself from the thought of her ageing mother's approaching death</li> </ul> <p>(any one point)</p>	Step 1: Content-1 mark Step 2: Expression-1 mark	2

vi.	<b>Subbu was a multi - faceted genius. Comment.</b> <i>(Poets and Pancakes)</i>		
Ans.	<ul style="list-style-type: none"> <li>tailor-made for films- could be inspired when commanded</li> <li>resourceful and innovative – could solve problems easily</li> <li>gifted story writer, poet and novelist – composed original stories and wrote a sprawling novel</li> <li>good actor whose acting in subsidiary roles was better than that of main actors</li> <li>social and friendly, house was a permanent residence of near and far acquaintances</li> </ul> <b>(any two points)</b>	Step 1: Content-0.5 mark Step 2: Content-0.5 mark Step 3: Expression-1 mark	2
11.	<b>Attempt 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>How is the ‘Student on Ice Programme’, a step towards the future?</b> <i>(Journey to the End of the Earth)</i>		
Ans.	<ul style="list-style-type: none"> <li>future generation of policy makers (ready to absorb, learn and act)</li> <li>provides first hand experiences of the changing environment</li> <li>helps foster a deep understanding of our planet</li> <li>instills respect for the planet and motivates to act responsibly</li> </ul> <b>(any one point)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
ii.	<b>How did Dr. Sadao’s father’s upbringing impact his values and choices later in life?</b> <i>(The Enemy)</i>		
Ans.	<ul style="list-style-type: none"> <li>helped him to lead a disciplined/ principled life with a strong sense of duty</li> <li>made him realise the importance of education, he excelled as a doctor</li> <li>instilled love for tradition and national identity/ patriotism - married a pure Japanese girl, returned to his country to work</li> </ul> <b>(any one point)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iii.	<b>Why does Mr. Lamb tell Derry to shift his focus from his own scarred face to the world around him?</b> <i>(On the Face of It)</i>		
Ans.	<ul style="list-style-type: none"> <li>encourages him to look at the world more optimistically/ not to be consumed by his pessimism or bitterness</li> <li>makes him realise his own potential/ focus on what he wants and not what the world thinks of him</li> <li>reinforces the theme that life is full of possibilities to be confined to self – pity/ alienating oneself from the world</li> </ul> <b>(any one point)</b>	Step 1: Content-1 mark Step 2: Expression-1 mark	2

12.	Attempt ANY ONE of the following two questions, in about 120-150 words.		1x5=5 marks
	Distribution of marks: - <b>Content – 3 Expression– 2</b> EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas		
(A)	<b>In the poem ‘Keeping Quiet’, nature serves as a model for stillness and rejuvenation and in the poem ‘A Thing of Beauty’ natural elements offer constant comfort and solace against the hardships of life. Discuss.</b>		
Ans.	<p>Nature is a source of inspiration and beauty in our lives.</p> <p><u>Keeping Quiet</u></p> <ul style="list-style-type: none"> <li>suggests that earth during winter months, seems to be still, but is actually preparing for new life/renewal/ rejuvenation of life</li> </ul> <p><u>A Thing Of Beauty</u></p> <ul style="list-style-type: none"> <li>promotes calmness/ induces sleep full of sweet dreams/ health and quiet breathing</li> <li>removes pall from our dark spirits/ offers hope and comfort against despondence - inhuman dearth of noble natures/ unhealthy and o’er-darkened ways/ selfishness/ greed and manipulation</li> </ul> <p><b>(any other relevant point)</b> <b>(three points with at least one from each text)</b></p>	<p>Step 1: Content-3 marks Step 2: Expression-2 marks</p>	5
	OR		
(B)	<b>‘The Last Lesson’ and ‘The Interview’ highlight the importance of language in one’s life. Comment with reference to the given texts.</b>		
Ans.	<p>Language has the power to give cultural identity and convey truth or distort reality.</p> <p><u>The Last Lesson</u></p> <ul style="list-style-type: none"> <li>fosters resistance against oppression.</li> <li>key to prison, when enslaved</li> <li>crucial for cultural/national identity/ connect with roots/ personal freedom/unity</li> </ul> <p><u>The Interview</u></p> <ul style="list-style-type: none"> <li>language can be used to glorify or defame/make or mar image</li> <li>polite language makes people (interviewee) feel comfortable/generates good will</li> <li>language helps to document ideas and experiences for future generations</li> </ul>	<p>Step 1: Content-3 marks Step 2: Expression-2 marks</p>	5

	(any other relevant point) (three points with at least one from each text)		
13.	Answer any one of the following two questions, in about 120-150 words.		1x5=5 marks
	Distribution of marks:- <b>Content – 3 Expression– 2</b> EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
(A)	<b>How does Kalki use irony at the end of the story to deliver poetic justice to the Tiger King? (<i>The Tiger King</i>)</b>		
Ans.	<ul style="list-style-type: none"> <li>• killed ninety-nine tigers bravely but missed the mark with the hundredth tiger</li> <li>• he thought he had killed the hundredth tiger but his hunters/officials had killed it</li> <li>• killed ninety nine ferocious living tigers but died due to a minor injury by a wooden toy tiger</li> <li>• the doctors said – ‘The operation was successful. The Maharaja is dead.’</li> <li>• in his arrogance, he thought he could defeat his fate but he could not</li> </ul> (any other relevant point) (any three points)	Step 1: Content-3 marks Step 2: Expression-2 marks	5
	OR		
(B)	<b>‘No, I will not submit. I will struggle first!’ How does Zitkala – Sa’s resistance reflect her inner strength and identity? (<i>Memories of Childhood</i>)</b>		
Ans.	<ul style="list-style-type: none"> <li>• young and in a strange environment, yet chooses to resist/ hides under a bed to escape the authorities</li> <li>• firm about retaining cultural identity/ refuses to conform despite knowing she is outnumbered</li> <li>• even when dragged out - kicked and scratched/ had to be forced into submission</li> <li>• gives in/ loses her spirit at that time, but triumphs in her life/ becomes a renowned author writing against discrimination/ a voice for many native American children who suffered similar injustices</li> </ul> (any other relevant point) (any three points)	Step 1: Content-3 marks Step 2: Expression-2 marks	5

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