

-Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior Secondary School Examination, 2026 (XII) SUBJECT NAME : English Core (Q.P. CODE 301/1-3-1)	
<u>General Instructions: -</u>	
1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	“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.”
4	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. 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.
5	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.
6	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.
7	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. This is most common mistake which evaluators are committing.

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"> ● 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.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
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 “ Guidelines for Spot Evaluation ” 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	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.
18	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.

MARKING SCHEME
Senior Secondary School Examination, 2026 (XII)
ENGLISH CORE (Subject Code- 301)

(PAPER CODE: 1/3/1)

IMPORTANT INSTRUCTIONS:

Maximum Marks: 80

1. The answers given below are suggestive. However, 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.

SUGGESTED VALUE POINTS			
	SECTION A READING SKILLS	Steps	22 marks
	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.		
1.	Answer the following questions, based on the above passage.		12 marks
i.	According to paragraph 1, how did the western countries react to science fiction?		
Ans.	they were captivated	Step1:1 mark	1
ii.	Complete the following suitably. In paragraph 1, the author uses the word 'comparatively' to highlight _____.		
Ans.	the difference in growth/gap/comparison of sci-fiction in India vs Western countries	Step1:1 mark	1
iii.	Identify one advantage of science fiction with reference to paragraph 2.		
Ans.	stimulates imagination / curiosity/ encourages reader to think beyond the present / explore possibilities of the future	Step1:1 mark	1
iv.	Why does the writer refer to science fiction as a 'bridge'? (Paragraph 2) Because : (A) it connects youth to adults. (B) it makes learning more interactive. (C) it supports introduction to reading among early readers. (D) it helps build better engineers and doctors.		
Ans.	(B) makes learning more interactive.	Step1:1 mark	1

v.	‘...science fiction provides a creative lens through which these problems can be examined.’ (Paragraph 3) In the given line, what does the phrase ‘creative lens’ refer to?		
Ans.	Imaginative, innovative approach / looking at things through a broader and inquisitive mind/ a fresh and interesting perspective (Any two) (Any other relevant answer)	Step1:1 mark Step2:1 mark	2
vi.	Complete the analogy with one word from paragraph 4. possibility : potential :: unique : _____ (A) mainstream (B) access (C) homegrown (D) niche		
Ans.	(D) niche	Step1:1 mark	1
vii.	Why is science fiction still not very popular in India? (Paragraph 4)		
Ans.	the lack of availability/access to quality Sci-fi literature in Indian languages/most well-known works written in English/ limited awareness/ readers unaware about Indian authors/ Lack of mainstream platforms to promote Indian Sci-Fi writers	Step1:1 mark	1
viii.	Provide one textual evidence with reference to paragraph 4 to prove that there is a lack of mainstream platforms.		
Ans.	mostly written in English/ readers unaware of home-grown authors	Step1:1 mark	1
ix.	In what context does the author use the phrase ‘broaden the audience base’ in paragraph 5?		
Ans.	schools and colleges to include sci-fi in their curriculum/ Indian authors to be encouraged to write in regional language/ libraries and online platforms to make science fiction more interactive and engaging	Step1:1 mark	1
x.	Assess the feasibility of steps suggested to promote science fiction in India. (Paragraph 5)		
Ans.	Steps: <ul style="list-style-type: none"> include Sci-fi stories in curriculum for exposure to the genre Indian authors should be encouraged to write in regional language Libraries and online platforms to host reading clubs and discussions (Mention any 2 steps with reason whether feasible or not feasible)	Step1:1 mark Step2:1 mark	2
Passage 2			
2.	Answer the following questions, based on the above passage.		10 marks
i.	Complete the following suitably. In the introduction, the researcher links changing dietary requirements to highlight _____.		
Ans.	how dietary habits must adapt to support health and wellbeing	Step1:1 mark	1
ii.	What would the following be classified as?		

	Nutritional intake was recorded using food diaries. Select the appropriate response : (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome		
Ans.	(C) Method of analysis	Step1:1 mark	1
iii.	Give two points to support how the case study explored various age groups. (Paragraphs 2, 3)		
Ans.	- participants were from schools, universities, work places & retirement communities - participants were grouped into four age categories- children (6-12 years), adolescents (13-19 years), adults (20-59 years), and elderly (60+years)	Step1:1 mark Step2:1 mark	2
iv.	Paragraph 4 includes the words ‘development’ and ‘prevent’. Classify the following sentences as ‘development’ and ‘prevent’. <i>Sentence A: Children had higher energy and protein needs per kilogram of body weight, essential for growth.</i> <i>Sentence B: Adolescents need increased calcium so that their bone growth is not impacted.</i>		
Ans.	Sentence A – development Sentence B – prevent	Step1:1 mark	1
v.	Although all age groups require balanced intake, why do the elderly need more fibre? (Paragraph 4)		
Ans.	to support digestion/ bone health	Step1:1 mark	1
vi.	Complete the sentence suitably. Digital tools were used to give hydration reminders to _____. (A) ensure people did not get dehydrated (B) avoid starvation (C) ensure gradual weight loss (D) balance consumption of processed food (Paragraph 5)		
Ans.	(A) ensure people did not get dehydrated	Step1:1 mark	1
vii.	Why is age-specific nutrition important? Give textual evidence to support your answer.		
Ans.	Why: -nutritional needs vary / influenced by age, physical, cognitive, and lifestyle factors. -examples of nutritional needs of various age categories: <ul style="list-style-type: none"> Children –higher energy and protein needs for growth and cognitive development 	Step1:1 mark Step2:1 mark	2

	<ul style="list-style-type: none"> • Adolescents-increased calorie and calcium requirements for rapid bone growth and hormonal changes • Adults-balanced intake to maintain weight and prevent chronic diseases • Elderly- require more fibre, calcium and vit. D to support bone health and digestion <p>(answer to why and any one example required)</p>		
viii.	What is the key takeaway of the study?		
Ans.	regular assessments and tailored nutrition are essential for health/ nutritional needs vary with age, influenced by physical, cognitive, and lifestyle factors – nutrition plays a critical role in human development/ dietary habits must adapt to support health and well being (any other relevant answer)	Step1:1 mark	1
	SECTION B CREATIVE WRITING SKILLS		18 marks
	OBJECTIVES: <ul style="list-style-type: none"> • To test the ability to think logically and express clearly. • To use a style appropriate to the given situation. • To plan, organize and present ideas coherently. 		
3.	Attempt ANY ONE of the two, (a) or (b), in about 50 words :		1x4= 4 marks
	Distribution of marks Format -1 Content – 2 Expression – 1 FORMAT - Name of issuing authority- organization / agency, NOTICE, suitable heading, date of issue, signature, name, designation (bottom left), all enclosed in a box <ul style="list-style-type: none"> • No mark for format if content is irrelevant or missing. • Full credit of 1 mark if all aspects are mentioned. • Partial credit of ½ mark if any of the aspects is missing. EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
	NOTICE WRITING		
(a)	Your school is planning to conduct an inter-house handball tournament. Write a notice for the school notice board informing the students about the details of the tournament. Also include participation criteria, registration process, and contact information. You are Shivani/Shivam, President, Sports Club of ABC International School, Newtown. Put your notice in a box.		
Ans.	Suggested value points: <ul style="list-style-type: none"> • name of the event • date, time, venue • target class • details of the tournament • participation criteria • invite registrations 	Step 1: Format-1 mark Step 2: Content-2 marks Step 3:	4

	<ul style="list-style-type: none"> • deadline for registrations • contact information <p>(inputs given in the question to be included) (any other relevant point)</p>	Expression-1mark	
	OR		
(b)	You are Mr. Sunil Joshi, General Secretary of Resident Welfare Association, Laxman Society, Rivernagar. Write a notice calling for a meeting of the residents to discuss the proposal of installing solar panels in your locality to meet the electricity demands of the society. Include other necessary details. Put your notice in a box.		
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> • agenda/ purpose/ topic for the meeting • date, time, venue • contact information <p>(inputs given in the question to be included) (any other relevant point)</p>	<p>Step 1: Format-1 mark</p> <p>Step 2: Content-2 marks</p> <p>Step 3: Expression-1mark</p>	4
4.	Attempt ANY ONE of the two, (a) or (b), in about 50 words :		1x4= 4 marks
	<p>Distribution of marks</p> <p>Format -1 Content – 2 Expression – 1</p> <ul style="list-style-type: none"> • No mark for format if content is irrelevant or missing. • Full credit of 1 mark if all aspects are mentioned. • Partial credit of ½ mark if any of the aspects is missing. <p>EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas</p>		
	INVITATION CARD		
(a)	You are the President of Student Council of XYZ Public School, Hawapur. Your school is organising an Arts and Crafts Exhibition as part of its Annual Day celebrations. On behalf of the Principal, draft a formal invitation card to be sent to parents and guests. Mention a compelling highlight of the programme along with other necessary details.		
Ans.	<p>Format : Card, in third person, enclosed in a box</p> <p>Suggested value points:</p> <ul style="list-style-type: none"> • host • name of event • day, date, venue, time • chief guest • must include a compelling highlight • RSVP <p>(inputs given in the question to be included) (any other relevant point)</p>	<p>Step 1: Format-1 mark</p> <p>Step 2: Content-2 marks</p> <p>Step 3: Expression-1mark</p>	
	OR		

	FORMAL REPLY		
(b)	You are Meena/Manoj Tiwari, an experienced student counsellor. You have been invited by the Principal of MN Public School, Jawanshahr to take a workshop on the importance of emotional well-being of teenagers. Draft a reply in not more than 50 words, accepting the invitation.		
Ans.	Formal letter format : sender's address, date, receiver's address, subject and salutation/ salutation and subject, complimentary close, sign/name <ul style="list-style-type: none"> Express thanks Acknowledge the invitation Acceptance with confirmation of date, time, venue Formal tone 	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-1 mark	
5.	Attempt ANY ONE of the two, (a) or (b), in 120 - 150 words:		1x5= 5 marks
	Distribution of marks: Format -1 Content – 2 Expression – 2 Formal letter format –Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Name/Sign <ul style="list-style-type: none"> No mark for format if content is irrelevant or missing. Full credit of 1 mark if all aspects are mentioned. Partial credit of ½ mark if any of the aspects is missing. EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas		
	LETTER TO EDITOR		
(a)	Waste management in your colony is becoming an issue of grave concern. Write a letter to the editor of a local daily, discussing the reasons for poor waste management. Also suggest ways to resolve the problem. You may use some of the given cues along with your own ideas to draft the letter. You are Shireen/Sahil of Prestige Colony, Rahagarh. <ul style="list-style-type: none"> lack of awareness about waste segregation inefficient waste collection systems – leading to overflowing bins and environmental pollution poor infrastructure Government should support civic authorities to upgrade spread awareness about civic responsibility 		
Ans.	Suggested value points: <ul style="list-style-type: none"> Problem: Garbage mounds, diseases, health hazards, pollution Reasons: Lack of awareness, lack of civic sense, waste segregation not done, overflowing garbage, poor infrastructure Solutions: Awareness through various channels- 	Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2	5

	Government/ NGOs/ Schools/ Societies/ Media, urgent need to improve infrastructure, upgrade our systems, waste segregation/management (inputs given in the question to be included) (any other relevant point) (any four)	marks	
	OR		
	JOB APPLICATION		
(b)	<p>You are Arati/Ashok from New Colony, Bamapur. You read the given advertisement and wish to apply for the post advertised. Write a job application with your bio-data.</p> <p style="text-align: center;">Join Our Creative Team Raleigh Planners Needs Event Manager</p> <p>Qualifications: A degree in hospitality business, or public relations. Skills : • Organisational and project management • Strong communication skills • Proficient in use of event software • Ability to adapt and willingness to travel Experience : 3 – 5 years</p>		
Ans.	<p>Suggested value points:</p> <p>Covering Letter</p> <ul style="list-style-type: none"> • reference to the advertisement • suitability for post • offer candidature <p>Bio-data/ Resume/ CV</p> <ul style="list-style-type: none"> • personal details • qualifications • experience • skills/ hobbies/ achievements • references <p>Note- no marks to be deducted if the Bio-data/ Resume/ CV is included in the covering letter (inputs given in the question to be included) (any other relevant point)</p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-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:</p> <p style="text-align: center;">Format -1 Content – 2 Expression - 2</p> <p>FORMAT - Title and by-line</p> <ul style="list-style-type: none"> • No mark for format if content is irrelevant or missing. • Partial credit of ½ mark if any of the aspects is missing. <p>EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas</p>		

	ARTICLE WRITING		
(a)	<p>You are Rajni/Raghav and are very upset about the increase in cyber bullying among school students today. Write an article exploring the reasons and suggest solutions to help students live in a safe space in the world of digital technology. You may use some of the cues given along with your own ideas.</p> <p>Reasons :</p> <ul style="list-style-type: none"> • peer pressure, lack of self-esteem • lack of empathy • access to digital freedom <p>Solutions :</p> <ul style="list-style-type: none"> • educate students on safe online behaviour • collaborate with parents • establish clear policies and reporting channels 		
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> • Introduction- cyber bullying, young adults and children as victims • Impact- social, emotional, mental stress • Reason- excessive and unmonitored use of internet, lack of guidance • Solutions- clear boundaries, role of family, school, universities, counsellors, awareness campaigns – workshops on online do's and don'ts, stricter government rules and stronger enforcement <p>(inputs given in the question may be included) (any other relevant point) (any four points)</p>	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2 marks</p>	5
	OR		
	REPORT WRITING		
(b)	<p>Write a comprehensive report of the Inter-House Cuisine Competition on the theme 'Healthy Eating' held in your school. Include details of the event, participation details, students' feedback and its overall impact on the student community. You are Sunidhi/Sudhakar, Student Editor. You may use the following cues along with your own ideas to draft the report.</p> <p>Who – What – When – Where – Why – How</p>		
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> • What- name and theme of competition • When- day, date, time • Where- venue of the event • Who- host, chief guest, judges, invitees, number of students participating • How- description of presentations/ judgement criteria, winners, prizes/ overall response/ feedback from students, 	<p>Step 1: Format-1 mark Step 2: Content-2 marks Step 3: Expression-2 marks</p>	5

	teachers and visitors (inputs given in the question may be included) (any other relevant point)		
	SECTION C LITERATURE		40 marks
	NOTE: 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. In the Inter-textual questions reference to both the text must be included.		
7.	Read the following extracts and answer the questions for ANY ONE of the given two, (a) or (b) :		6x 1= 6 marks
(a)	Now we will count to twelve and we will all keep still. For once on the face of the Earth let's not speak in any language, let's stop for one second, and not move our arms so much. (Keeping Quiet)		
i.	The expression 'we will all keep still' reflects : (A) The poet's willingness to keep quiet. (B) The significance of stillness. (C) The poet's appeal for collective engagement. (D) The purpose of counting up to twelve.		
Ans.	(C)The poet's appeal for collective engagement.	Step1:1 mark	1
ii.	What does the poet want us to stop?		
Ans.	stop talking in any language, stop gestures and our actions / war/ movement/ activity / hustle & bustle of life.	Step1:1 mark	1
iii.	Read the assertion and the reason below, with reference to the given extract. <i>Assertion:</i> The poet advocates the importance of keeping quiet. <i>Reason:</i> He believes that silence can bring out profound changes in our perspective and lifestyle. Choose the correct option : (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 reason are true and the reason is the correct explanation of the assertion.	Step1:1 mark	1
iv.	Complete the following statement correctly : The poet urges the people to count to twelve so that _____.		
Ans.	we can all keep quiet / be still for some time/ pause to reflect/ introspect	Step1:1 mark	1
v.	‘Counting to twelve’ is suggested as a _____ (synchronized/disorganized) effort for everybody to keep quiet.		
Ans.	Synchronised	Step1:1 mark	1
vi.	How can the message in the excerpt, about silence and stillness be applied to promote peace in today’s world?		
Ans.	pausing/introspection is essential for a better life/ world (any other relevant point)	Step1:1 mark	1
	OR		
(b)	The little old house was out with a little new shed In front at the edge of the road where the traffic sped, A roadside stand that too pathetically pled, It would not be fair to say for a dole of bread, But for some money, the cash, whose flow supports The flower of cities from sinking and withering faint. (A Roadside Stand)		
i.	The first two lines of the extract refer to the : (A) Description of the flourishing city. (B) Flowing of traffic. (C) Description of the roadside stand. (D) Expectation of the rural people.		
Ans.	(C) Description of the roadside stand	Step1:1 mark	1
ii.	Complete the following sentence with a suitable reason : The cash flow is important for urban life because _____.		
Ans.	without it cities will collapse or fall apart/ with it cities prosper/ flourish/ can afford luxuries	Step1:1 mark	1
iii.	Complete the following sentence suitably : Rural people put up their roadside stands in the hope of _____.		
Ans.	earn extra money / city people will buy or support their business/ succeeding in their business/ improving their financial condition.	Step1:1 mark	1
iv.	Choose the correct option : The expression ‘flower of cities’ reflects the _____ (prosperity/poverty) of city life.		
Ans.	prosperity	Step1:1 mark	1
v.	Why is the roadside stand described as pathetic?		
Ans.	It’s just an extension of the poor house / simple structure / shows unfulfilled hopes of rural people/ lacks appeal/ isn’t attractive/	Step1:1 mark	1

	desperately pleading		
vi.	<p>Read the assertion and the reason below, with reference to the given extract :</p> <p>Assertion: Rural people put up their stand at the edge of the road.</p> <p>Reason: The flow of traffic will help them promote their business.</p> <p>Choose the correct option :</p> <p>(A) Both the assertion and the reason are true, but the reason is <i>not</i> the correct explanation of the assertion.</p> <p>(B) Both the assertion and the reason are true and the reason is the correct explanation of the assertion.</p> <p>(C) The assertion is true, but the reason is false.</p> <p>(D) The assertion is false, but the reason is true.</p>		
Ans.	(B) Both the assertion and the reason are true and the reason is the correct explanation of the assertion	Step1:1 mark	1
8.	Read the following extracts and answer the questions for ANY ONE of the given two, (a) or (b) :		4x 1= 4 marks
(a)	<p>“You are to come to the palace,” the man said. “The old General is in pain again.”</p> <p>“Oh,” Hana breathed, “is that all?”</p> <p>“All?” the messenger exclaimed.</p> <p>“Is it not enough?”</p> <p>“Indeed it is,” she replied. “I am very sorry.”</p> <p>When Sadao came to say goodbye, she was in the kitchen, but doing nothing. The children were asleep and she sat merely resting for a moment, more exhausted from her fright than from work.</p> <p>“I thought they had come to arrest you,” she said.</p> <p style="text-align: right;">(The Enemy)</p>		
i.	<p>“Oh,” Hana breathed. “Is that all?”</p> <p>What is the reason for Hana’s tone of relief in the above expression?</p>		
Ans.	she feared the messenger had come to arrest her husband but actually had come to call/ to see/ to attend to the General as he was in pain	Step1:1 mark	1
ii.	<p>Complete the following analogy by choosing one word from the extract :</p> <p>pain : pleasure :: courage : _____</p>		
Ans.	fright	Step1:1 mark	1
iii.	<p>According to the above extract, Hana was drained and weakened due to _____.</p> <p>(A) sadness (B) frustration</p> <p>(C) anger (D) fear</p>		
iv.	Complete the following sentence suitably.		

	Dr. Sadao was asked to come to the palace to _____.		
Ans.	to treat/ to come to see the General as he was in pain.	Step1:1 mark	1
	OR		
(b)	And he added, “Because we are born into this community, we are never given any honour or dignity or respect; we are stripped of all that. But if we study and make progress, we can throw away these indignities. So study with care, learn all you can. ...” (Memories of Childhood)		
i.	The expression ‘these indignities’ in the above extract refers to _____.		
Ans.	discrimination / humiliation/ untouchability/ subjugation/ oppression faced	Step1:1 mark	1
ii.	List one personality trait that is exhibited by the speaker in the above extract.		
Ans.	mature / progressive / understanding (any other relevant point)	Step1:1 mark	1
iii.	What, according to the speaker, is the way out of the situation? (A) education (B) aggression (C) compliance (D) legislation		
Ans.	(A) education	Step1:1 mark	1
iv.	The message conveyed in the given extract is _____.		
Ans.	importance of education for overcoming discrimination .	Step1:1 mark	1
9.	Read the following extracts and answer the questions for ANY ONE of the given two, (a) or (b) :		6x 1= 6 marks
(a)	And in dark hutments, next to lines of flames of flickering oil lamps, sit boys and girls with their fathers and mothers, welding pieces of coloured glass into circles of bangles. Their eyes are more adjusted to the dark than to the light outside. That is why they often end up losing their eyesight before they become adults. (Lost Spring)		
i.	(i) What do ‘flickering oil lamps’ suggest?		
Ans.	poor working condition / lack of proper lighting	Step1:1 mark	1
ii.	Select the correct option from those given in brackets to fill in the blank. The description of the hutments highlights the _____ situation of the workers. (pathetic/comfortable)		
Ans.	pathetic	Step1:1 mark	1
iii.	Bring out the irony in the statement, “Their eyes are more adjusted to the dark than to the light outside.”		
Ans.	people are more adapted to working in dark so find it difficult to	Step1:1 mark	1

	function in bright light/used to working in pathetic conditions /can see better in darkness than in light.		
iv.	Complete the following suitably. The boys and girls sitting with their fathers and mothers in the dark hutments indicates _____.		
Ans.	they are caught in the web of poverty/bangle making is passed on from generation to generation/ from parents to children/lost childhood /lost dreams/ lost spring/partners in survival.	Step1:1 mark	1
v.	What does the following line from the extract showcase? / That is why, they often end up losing their eyesight before they become adults. (A) expectation (B) conclusion (C) confusion (D) concession		
Ans.	(B) conclusion	Step1:1 mark	1
vi.	Select the textual option that is closest to acceptance of their plight. (A) next to lines of flames of flickering oil lamps (B) they often end up losing their eyesight (C) welding pieces of coloured glass (D) sit boys and girls with their fathers and mothers		
Ans.	(D) sit boys and girls with their fathers and mothers	Step1:1 mark	1
	OR		
(b)	But Champaran did not begin as an act of defiance. It grew out of an attempt to alleviate the distress of large numbers of poor peasants. This was the typical Gandhi pattern — his politics were intertwined with the practical, day-to-day problems of the millions. His was not a loyalty to abstractions; it was a loyalty to living, human beings. In everything Gandhi did, moreover, he tried to mould a new free Indian who could stand on his own feet and thus make India free. (Indigo)		
i.	Choose the option that stands as an example of ‘act of defiance’ : (A) She immediately yielded to the request of her brother. (B) Sunil was frightened by the noise of the explosion. (C) Despite his father’s strict warning, Arun ventured out in the night. (D) The manager humiliated the peon in front of the entire staff.		
Ans.	(C)Despite his father’s strict warning, Arun ventured out in the night	Step1:1 mark	1
ii.	What the primary purpose of the Champaran episode was as suggested in the extract?		
Ans.	to alleviate the distress of large number of poor peasants/to reduce/ remove the sufferings of the sharecroppers / to help them solve their problem / to fight for sharecropper’s justice.	Step1:1 mark	1
iii.	The expression ‘to mould’ in the above extract suggests :		

	(A) to release (B) to shape (C) to advise (D) to help		
Ans.	(B)to shape	Step1:1 mark	1
iv.	The above extract suggests that Gandhi was more concerned about _____ (politics/people).		
Ans.	people	Step1:1 mark	1
v.	What does the writer mean by the expression ‘typical Gandhi pattern’?		
Ans.	politics were intertwined with practical, day to day problems/ politics integrated with people’s welfare/ his was not a loyalty to abstractions, it was a loyalty to living, human beings.	Step1:1 mark	1
vi.	Complete the following analogy by choosing one word from the above extract : disagree : oppose :: mitigate : _____		
Ans.	alleviate	Step1:1 mark	1
10.	Attempt ANY FIVE of the following six questions in 40 - 50 words each:		5x2=10 marks
	Distribution of marks: Content – 1 Expression – 1		
i.	“I won’t scold you, little Franz; you must feel bad enough.” What was it that Franz must be feeling bad about? (The Last Lesson)		
Ans.	not preparing the lesson on participles/ not giving enough importance to his language/ about his casual attitude towards learning his language/his tendency to postpone learning	Step 1: Content-1 mark Step 2: Expression-1 mark	2
ii.	What does Umberto Eco refer to as ‘interstices’ in ‘The Interview’?		
Ans.	empty spaces/ gaps/ intervals between things/ productive utilisation of such spaces, gaps, time intervals.	Step 1: Content-1 mark Step 2: Expression-1 mark	2
iii.	Why does Kamala Das compare her mother’s face to ‘late winter’s moon’? (My Mother at Sixty-six)		
Ans.	highlight the mother’s fragility/ her pale face/ her approaching death/ diminished vitality/ low energy	Step 1: Content-1 mark Step 2:	2

		Expression-1 mark	
iv.	What does Keats refer to in the expression ‘dark spirits’? (A Thing of Beauty)		
Ans.	negative emotions like greed/ selfishness/ hatred/ malice in the world	Step 1: Content-1 mark Step 2: Expression-1 mark	2
v.	In what manner was the make-up department ahead of AIR and Doordarshan, according to Asokamitran? (Poets and Pancakes)		
Ans.	had people from various regional and religious backgrounds/ the department brought together individuals from varied backgrounds/ symbolic of national integration	Step 1: Content-1 mark Step 2: Expression-1 mark	2
vi.	The servants of Rajendra Prasad thought Gandhi was another peasant. How did they treat Gandhi? (Indigo)		
Ans.	Gandhi not allowed to draw water as he was believed to be an untouchable/ felt Gandhi may pollute the water	Step 1: Content-1 mark Step 2: Expression-1 mark	2
11.	Attempt ANY TWO of the following three questions in 40 – 50 words each.		2x2=4 marks
	Distribution of marks:- Content – 1 Expression– 1		
i.	Why was Charley in ‘The Third Level’ keen to buy old currency?		
Ans.	wanted to travel to his dream destination Galesburg, Illinois in 1894/ old currency was needed to buy tickets at Grand central station/ existing currency wouldn’t have worked at the third level/ in olden times	Step 1: Content-1 mark Step 2: Expression-1 mark	2
ii.	The Maharaja, on the third birthday of the crown prince, gave him a special gift. What was special about the gift? (The Tiger King)		
Ans.	presented a gift to the prince for the first time/symbolised his achievement of killing 100 tigers/ symbolic of the king’s victory/ believed that it was a good piece of craftsmanship that he got for a bargain	Step 1: Content-1 mark Step 2: Expression-1	2

		mark	
iii.	What efforts did Zitkala-Sa make to save her hair from being cut? (Memories of Childhood)		
Ans.	struggled/ hid under the bed/ kicked and scratched wildly / shook her head violently (any two)	Step 1: Content-0.5 mark Step 2: 0.5 mark Step 3: Expression-1 mark	2
12.	Attempt ANY ONE of the following two questions, in about 120-150 words.		1x5=5 marks
	Distribution of marks: - Content – 3 Expression– 2 EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas		
(a)	The peddler's temptation for money and Sophie's unrealistic dreams were the root cause for the sufferings of both the characters. Analyse the lessons 'The Rattrap' and 'Going Places' in the light of the above statement.		
Ans.	Peddler <ul style="list-style-type: none"> - temptation/greed for money urged him to steal thirty kronors - act caused him fear, guilt, forcing him to evade public road, ended up trapped/ stuck in forest - greed to earn a little more, deceived iron master - ended up in their house, almost handed over to sheriff Sophie <ul style="list-style-type: none"> - unrealistic ambition to become a boutique owner or an actress or manager / unrealistic dream of a date with Danny Casey made her susceptible to disappointment - dreams of escaping mundane life clashed with her family's constraints so felt dejected In both the cases dissatisfaction with life led to their sufferings (any other relevant point) (any three points, with at least one from each text)	Step 1: Content-3 marks Step 2: Expression-2 marks	5
	OR		
(b)	Analyse the portrayal of fear and freedom in 'Deep Water' and 'Aunt Jennifer's Tigers'.		
Ans.	<ul style="list-style-type: none"> • Fear caused in Douglas by mishap at beach, pool- leads to inability to enjoy life whereas Aunt's fear caused by oppressive marriage / husband-leads to suppressed emotions/ desires/loss of identity • Douglas hires instructor, works persistently, finally overcomes fear, even crossed lake whereas Aunt vented out feelings through her art, opposite to her personality but couldn't free herself from fear, not even after death 	Step 1: Content-3 marks Step 2: Expression-2 marks	5

	<ul style="list-style-type: none"> • Both suffered trauma but one overcame, the other couldn't <p>While Douglas's journey reflects victory over fear and achievement of personal freedom, Aunt Jennifer's life reveals how deeply ingrained social structures can only offer freedom in imagination.</p> <p>(any other relevant point) (three points of contrast)</p>		
13.	Attempt ANY ONE of the following two questions, in about 120-150 words.		1x5=5 marks
	<p>Distribution of marks:- Content – 3 Expression– 2 EXPRESSION- grammar, spelling, punctuation, organisation and coherence of ideas</p>		
(a)	People with physical impairments deserve acceptance, not sympathy. How does the play 'On The Face Of It' advocate the above philosophy through the characters of Mr. Lamb and Derry?		
Ans.	<ul style="list-style-type: none"> - Derry/Lamb both discriminated/labelled because of their handicap - Derry indulges in self-pity /Lamb finds ways to overcome his handicap and makes the most of his life - Mr Lamb is welcoming – garden open for all, not defined by handicap - Mr. Lamb refuses to show pity/refuses to treat Derry as a victim - Mr Lamb manages to shift focus from disability to capability asks him to help in picking apples - people with physical impairment need to be accepted as they too can contribute meaningfully to the society <p>(any other relevant point) (any three)</p>	<p>Step 1: Content-3 marks Step 2: Expression-2 marks</p>	5
	OR		
(b)	'Journey to the end of the Earth' gives an awakening call to man to act with responsibility to save the environment. Substantiate the above statement with textual evidence.		
Ans.	<ul style="list-style-type: none"> - Antarctica- holds clues to the earth's history and future - humans have harmed ecological balance of millions of years / strong reminder of damage caused by humans - realisation of the fragility of the environment and interconnectedness of ecosystem, impact of climate change, retreating glaciers, collapsing ice sheets, phytoplankton impacted, damage to the food chain and all marine life, loss of bio- diversity - call to the youth to bring about a change as future policy makers/ change makers <p>(any other relevant points) (any three)</p>	<p>Step 1: Content-3 marks Step 2: Expression-2 marks</p>	5
