

| <b>Marking Scheme</b><br><b>Strictly Confidential</b><br><b>(For Internal and Restricted use only)</b><br><b>Secondary School Examination, 2024</b><br><b>SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (184)</b><br><b>(Q.P. CODE – 2/4/1)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>General Instructions:-</b>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1                                                                                                                                                                                                                                                | 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.                                                                                                                                                                                                                                                                  |
| 2                                                                                                                                                                                                                                                | “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.”                                                                                                                                                                                               |
| 3                                                                                                                                                                                                                                                | 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-X, 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. |
| 4                                                                                                                                                                                                                                                | 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.                                                                                                                                                                                                                                                                                                                                                                                             |
| 5                                                                                                                                                                                                                                                | 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.                                                                                                                                                                                                            |
| 6                                                                                                                                                                                                                                                | 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 the most common mistake which evaluators commit.                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7                                                                                                                                                                                                                                                | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left-hand margin and encircled. This may be followed strictly.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 8                                                                                                                                                                                                                                                | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9                                                                                                                                                                                                                                                | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question”.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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.                                                                                                                                                                                                                                                                                                                                                   |

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| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiners in the past:-</p> <ul style="list-style-type: none"> <li>• Leaving answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totalling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <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 | Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 16 | The Examiners should acquaint themselves with the guidelines given in the “Guidelines for spot Evaluation” before starting the actual evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 18 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**MARKING SCHEME**  
**ENGLISH (Language and Literature)**

| <b>SECTION A (Reading)</b> |                                                                                                                                                                                                                                                                                                                                                                              |  | <b>(20 Marks)</b>                                                          |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------|
| 1                          | Discursive passage                                                                                                                                                                                                                                                                                                                                                           |  | 10                                                                         |
| i                          | (B) Rapidly increasing production of disposable plastic products overwhelms the world's ability to deal with them.                                                                                                                                                                                                                                                           |  | 1                                                                          |
| (ii)                       | Tone – Informative/Justifying/Assertive<br>Rationale<br>- informing even though plastics harmful for us, life without them unimaginable.<br>- Plastic being used in every sphere making it easier – revolutionized medicine with life-saving devices, made space travel possible, etc.<br>(any other relevant response with proper rationale to be accepted)                 |  | 1 for identification of tone and<br>1 for rationale<br><br>(Total 2 marks) |
| (iii)                      | (A) garbage and trash<br>(E) transformed and revolutionized                                                                                                                                                                                                                                                                                                                  |  | $\frac{1}{2} + \frac{1}{2} = 1$                                            |
| (iv)                       | because it is caught up in ocean currents                                                                                                                                                                                                                                                                                                                                    |  | 1                                                                          |
| (v)                        | - throw-away culture reveals plastics' dark side<br>- single-use plastics 40% of the plastic produced every year, lifespan of mere minutes to hours, but persist in environment for hundreds of years.<br>- millions of animals killed by plastics every year<br>(any two points to be accepted)                                                                             |  | 2                                                                          |
| (vi)                       | a) entanglement/strangulation by abandoned fishing gear or discarded six-pack rings.<br>(b) starvation                                                                                                                                                                                                                                                                       |  | $\frac{1}{2} + \frac{1}{2} = 1$                                            |
| (vii)                      | (B) by minimizing the use of single-use plastics                                                                                                                                                                                                                                                                                                                             |  | 1                                                                          |
| (viii)                     | garbage collection systems in these nations are often inefficient or non-existent.                                                                                                                                                                                                                                                                                           |  | 1                                                                          |
| 2.                         | <b>Case based factual Passage</b>                                                                                                                                                                                                                                                                                                                                            |  | <b>10</b>                                                                  |
| (i)                        | fact – objective detail                                                                                                                                                                                                                                                                                                                                                      |  | 1                                                                          |
| (ii)                       | True                                                                                                                                                                                                                                                                                                                                                                         |  | 1                                                                          |
| (iii)                      | When one soil exhaustive crop (wheat) followed by another soil exhaustive crop (rice), soil fertility depleted. Thus, increasing income but requiring more fertilization of soil to maintain fertility.<br>Three soil exhaustive crops harvested annually but at the cost of soil depletion. (while justifying the key words “ <i>soil exhaustive crops</i> ” must be used.) |  | 2                                                                          |
| (iv)                       | 1961, 1963, 1965                                                                                                                                                                                                                                                                                                                                                             |  | 1                                                                          |
| (v)                        | Crop rotation not followed during that period/the land left fallow to increase/retain/replenish the fertility of the soil/any other justifiable inference.                                                                                                                                                                                                                   |  | 1                                                                          |
| (vi)                       | (D) 1 and 5                                                                                                                                                                                                                                                                                                                                                                  |  | 1                                                                          |
| (vii)                      | Benefit – Crop rotation allows farmers to grow two or more crops in the same field in a year, increasing productivity, giving higher returns/ helps in maintaining soil fertility.<br>Drawback – If all soil exhaustive crops harvested in a year, lead to depletion of soil fertility.                                                                                      |  | 1+1 = 2                                                                    |
| (viii)                     | (B) Crop rotation a sustainable practice , can transform the agricultural sector.                                                                                                                                                                                                                                                                                            |  | 1                                                                          |
| <b>SECTION B (Grammar)</b> |                                                                                                                                                                                                                                                                                                                                                                              |  | <b>(10 Marks)</b>                                                          |
| 3.                         | Any 10 out of 12 questions to be attempted / marked                                                                                                                                                                                                                                                                                                                          |  | 1*10 = 10                                                                  |
|                            | Full credit for correct answers. No partial credit of $\frac{1}{2}$ , for any question in this section.                                                                                                                                                                                                                                                                      |  |                                                                            |
|                            |                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                            |

|        |                                                                    |                |              |  |   |
|--------|--------------------------------------------------------------------|----------------|--------------|--|---|
| (i)    |                                                                    | Error          | Correction   |  | 1 |
|        |                                                                    | could          | can          |  |   |
| (ii)   | apprised                                                           |                |              |  | 1 |
| (iii)  | Pushkar asked Sunanda if / whether she had ever been to Peri Bagh. |                |              |  | 1 |
| (iv)   | (D) but that new medicine was great                                |                |              |  |   |
| (v)    |                                                                    | Error          | Correction   |  | 1 |
|        |                                                                    | identification | identity     |  |   |
| (vi)   | ensure                                                             |                |              |  | 1 |
| (vii)  | D                                                                  |                |              |  | 1 |
|        |                                                                    | Error          | Correction   |  |   |
|        |                                                                    | allows         | allow        |  |   |
| (viii) | (C) have been                                                      |                |              |  | 1 |
| (ix)   | he had not seen anything like that before                          |                |              |  | 1 |
| (x)    | (C) issued                                                         |                |              |  | 1 |
| (xi)   | (B) will be (if any student writes 'is', it should be accepted)    |                |              |  | 1 |
| (xii)  |                                                                    |                |              |  | 1 |
|        |                                                                    | Error          | Correction   |  |   |
|        |                                                                    | may            | should /will |  |   |

### SECTION B ((Writing Skills))

(10 Marks)

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 4   | <b>Letter Writing</b><br>Any one from (a) or (b) to be attempted/marked<br>Format – 1 mark<br>(full credit if all aspects included. Partial credit (1/2 marks) if one- two aspects are missing. No credit if more than 2 aspects are missing)<br>Content – 2 marks<br>Organisation of ideas – 1 mark<br>(effective style, orderly sequence, paragraphed structure, formal tone and vocabulary)<br>Accuracy – 1 mark<br>(punctuation, spelling and grammar) | 5       |
| (a) | <b>Suggested Value Points:</b><br>- drawing attention of authorities<br>- concern regarding overspeeding<br>- consequences: unsafe, causing accidents<br>- suggestions: strict laws, better implementation, raise awareness<br>(Any other relevant point to be accepted)                                                                                                                                                                                   | 1+2+1+1 |
|     | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| (b) | <b>Suggested Value Points:</b><br>- drawing attention of RWA<br>- concern regarding rain water wastage<br>- importance of saving water<br>- suggestions: install rain water harvesting system, awareness campaigns, educating people<br>(Any other relevant point to be accepted)                                                                                                                                                                          | 1+2+1+1 |
| 5   | <b>Analytical Paragraph</b><br>Any one from (a) or (b) to be attempted/marked<br>Content – 2 marks<br>(four trends/ points to be included, well developed with sustained clarity)<br>Organisation of ideas – 2 marks<br>(effective style, orderly sequence, single paragraph structure, formal tone and                                                                                                                                                    | 5       |

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                          |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                           | functional vocabulary)<br>Accuracy – 1 mark<br>(spelling, punctuation and grammar)                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                          |
| (a)                                                                                       | <b>Suggested Value Points:</b><br>- introduction<br>- skills and values developed through co-curricular activities<br>- how these help in theoretical curriculum: (makes one mentally alert, tech savvy, enables better comprehension and expression)<br>(Any other relevant point to be accepted)                                                                                                                                                                                                          | 2+2+1                                                                                                                                    |
| <b>OR</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                          |
| (b)                                                                                       | <b>Suggested Value Points:</b><br>- introduction<br>- positive contributions of tourism<br>- how these help in development of the nation: better standard of living, improved image of country, etc.<br>(Any other relevant point to be accepted)                                                                                                                                                                                                                                                           | 2+2+1                                                                                                                                    |
| <b>SECTION C: Literature Textbook and Supplementary Reading Text</b><br><b>(40 Marks)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                          |
| <b>6</b>                                                                                  | <b>Reference to context –Prose</b><br><b>Any one of the two (a) or (b) to be attempted/marked</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>5</b>                                                                                                                                 |
| A i)                                                                                      | (C) He wanted to play with Maxwell on his bed.                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1                                                                                                                                        |
| ii)                                                                                       | Mijbil aloof and indifferent because<br>- new / unfamiliar environment<br>- away from natural habitat<br>-needed time to adjust<br>(Any two points to be accepted)<br>(Any other suitable answer to be accepted)                                                                                                                                                                                                                                                                                            | 2                                                                                                                                        |
| iii)                                                                                      | (B) A pet needs its own space and time to get adjusted to its owner's environment                                                                                                                                                                                                                                                                                                                                                                                                                           | 1                                                                                                                                        |
| iv)                                                                                       | Otters love water / are playful                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1                                                                                                                                        |
| <b>OR</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                          |
| (B)(i)                                                                                    | - not friendly / introvert / did not want real identity revealed/ secretive/ wanted to stay aloof.                                                                                                                                                                                                                                                                                                                                                                                                          | 1                                                                                                                                        |
| (ii)                                                                                      | False                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1                                                                                                                                        |
| (iii)                                                                                     | - reason for his strange/unnatural face - met with accident<br>- made advance payment of rent<br>-said looking for solitude<br>(Any two points to be accepted)                                                                                                                                                                                                                                                                                                                                              | 2                                                                                                                                        |
| (iv)                                                                                      | is a source of gossip/rumour / idle speculation.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1                                                                                                                                        |
| <b>7.</b>                                                                                 | <b>Reference to context –Poetry</b><br><b>Any one of the two (a) or (b) to be attempted/marked</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>5</b>                                                                                                                                 |
| A (i)                                                                                     | - has only length of his cage to walk about / no room to run/enjoy himself / restless<br>(any other suitable answer to be accepted)                                                                                                                                                                                                                                                                                                                                                                         | 1                                                                                                                                        |
| ii                                                                                        | <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">           - tiger can't escape.<br/>-power/ freedom of tiger snatched<br/>-basic instinct crushed /subdued.<br/>-can't break away from captivity.<br/>(any one point from the above for the first part of the question)         </div> <div style="font-size: 3em; margin: 0 10px;">}</div> <div style="flex: 1;">           Contrast<br/>-in natural habitat moves freely/ is considered most powerful.         </div> </div> | <div style="display: flex; align-items: center;"> <div style="flex: 1;">1</div> <div style="flex: 1;">1<br/>(total 2 marks)</div> </div> |
| iii                                                                                       | (B) being indifferent to visitors – it's a daily routine for him                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1                                                                                                                                        |
| iv                                                                                        | Alliteration – 'Concrete Cell'                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1                                                                                                                                        |
| <b>OR</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                          |
| B i                                                                                       | - contrast between behaviour of dog and dragon                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1                                                                                                                                        |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |
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|          | - dragon considered more ferocious than dog but dog behaves as tiger while dragon wants to stay in safety of cage                                                                                                                                                                                                                                                                                                                                       |               |
| ii       | fearless/valorous/daring/heroic/ bold/ courageous<br>(any other suitable quality to be accepted)                                                                                                                                                                                                                                                                                                                                                        | 1             |
| iii      | - simple, easy to understand language<br>-use of similes, alliteration, imagery<br>-humorous description of characters.<br>-written as a Ballad.<br>(any two points)                                                                                                                                                                                                                                                                                    | 2             |
| iv       | (D) Crisis reveals character                                                                                                                                                                                                                                                                                                                                                                                                                            | 1             |
| <b>8</b> | <b>Any four out of five questions to be attempted/marked – First Flight</b>                                                                                                                                                                                                                                                                                                                                                                             | <b>4×3=12</b> |
|          | Content – 2 marks (any two relevant points to be accepted),<br>Organisation – 1 mark; ½ mark to be deducted for Accuracy from the overall credit of a response, if error density is high – more than a total of 2 spellings and/or grammatical errors.                                                                                                                                                                                                  |               |
| i        | - transformation of South Africa from apartheid / racial discrimination to democracy<br>-triumph of justice, peace and human dignity over oppression<br>-South Africa was internationally isolated but now hosting conference<br>- then no equal rights or status / considered outlaws<br>(any two of the above points to be accepted)<br>(any other relevant point also to be accepted)                                                                | 2+1           |
| ii       | – highlights loss, suffering and transformation<br>-transition from youth to adulthood / gains maturity<br>-taking responsibility for loss of materialistic possessions<br>-learns to deal with loss<br>(any two of the above points to be accepted)<br>(any other relevant point also to be accepted)                                                                                                                                                  | 2+1           |
| iii      | - known for natural beauty – lush greenery, rolling hills, picturesque landscapes, dense forest, etc.<br>-diverse wildlife – birds, mammals, reptiles, fresh water fish<br>-rich culture and heritage – traditions, dress, valour, monastery<br>-tea and coffee plantations / smell of coffee<br>-adventure sports – trekking, camping, river rafting<br>(any two of the above points to be accepted)<br>(any other relevant point also to be accepted) | 2+1           |
| iv       | - shows worry, concern and frustration because of daughter<br>-inability to accept daughter was grown up<br>-inability to deal with her tantrums<br>-considered her commodity / burdensome<br>(any two of the above points to be accepted)<br>(any other relevant point also to be accepted)                                                                                                                                                            | 2+1           |
| v        | - mother nagged her<br>-feels suffocated and stressed<br>-as an escape, fantasies / imagines herself to be someone else like Rapunzel, an orphan, etc.<br>-thus enjoy silence / autonomy / freedom<br>(any two of the above points to be accepted)<br>(any other relevant point also to be accepted)                                                                                                                                                    | 2+1           |
| <b>9</b> | <b>Any two out of three questions to be attempted/marked -Footprints Without Feet.</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>2x3=6</b>  |
|          | Content – 2 marks (any two relevant points to be accepted),<br>Organisation – 1 mark; ½ mark to be deducted for Accuracy from the overall credit of a response, if error density is high – more than a total of 2 spellings and/or grammatical errors.                                                                                                                                                                                                  |               |
| i        | – Mrs. Pumphrey loved her dog<br>-overfeeds and overpampers it - leads to overweight and illnesses                                                                                                                                                                                                                                                                                                                                                      | 2+1           |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|           | <ul style="list-style-type: none"> <li>-despite Dr. Herriot's advice, unable to say 'No' and abstain from overfeeding Tricki</li> <li>-Tricki lethargic: fed more food assuming it was lack of energy</li> <li>-unable to accept Tricki greedy and overweight<br/>(any two of the above points to be accepted)<br/>(any other relevant point also to be accepted)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
| ii        | <ul style="list-style-type: none"> <li>- approached Think Tank with respect addressing him as Great and Mighty Think Tank</li> <li>-sought permission for expressing his idea</li> <li>-described his idea as an insignificant bit of data</li> <li>-flattered Think Tank</li> <li>- shared his idea as a possibility, not something certain<br/>(any two of the above points to be accepted)<br/>(any other relevant point also to be accepted)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2+1      |
| iii       | <ul style="list-style-type: none"> <li>- appearances are deceptive</li> <li>-Ausable didn't fit description of secret agent / was fat and sloppy</li> <li>-Yet Ausable's fertile brain invents stories / situations that unnerve Max</li> <li>-Ausable saves his life with presence of mind<br/>(any two of the above points to be accepted)<br/>(any other relevant point also to be accepted)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2+1      |
| <b>10</b> | <b>Any one of the given two questions to be attempted in 100 – 120 words</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>6</b> |
|           | Content – 3 marks<br>Expression – 2 marks<br>Accuracy – 1 mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
| A         | Lencho <ul style="list-style-type: none"> <li>- filled with sadness when crop was destroyed.</li> <li>- faces hardships courageously and patiently.</li> <li>- faith in God - writes a letter to God and waits for reply.</li> <li>- received money through humans but blames them, not realizing God answered through them.</li> </ul><br>Kisa Gotami <ul style="list-style-type: none"> <li>-After losing her only child, in desperation, asked people for help.</li> <li>-went from house to house as suggested by Buddha</li> <li>-realized no house free from mortality</li> <li>-returned to Buddha - was awakened / spiritually enlightened<br/>(any three points with at least one for each character to be written)<br/>(any other relevant point also to be accepted)</li> </ul>                                                                                                                | 3+2+1    |
|           | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
| B         | Anne Frank <ul style="list-style-type: none"> <li>- sensitive, fun-loving thirteen year old</li> <li>- adolescent longings, expectations and attitudes.</li> <li>- forced into hiding with her family</li> <li>- lived in constant fear and isolation, but remained hopeful</li> <li>- had no friends so wrote a diary / treated it as friend/ found solace in it.</li> <li>- had unwavering optimism and belief in inherent goodness of humanity.</li> </ul><br>Valli <ul style="list-style-type: none"> <li>- eight years old – mature, clever and practical beyond her years.</li> <li>-sensitive, observant, self-respecting and spirited</li> <li>-planned bus journey meticulously/ confidently/ fearlessly</li> <li>-fulfilled her desire of riding a bus.<br/>(any three points with at least one for each character to be written)<br/>(any other relevant point also to be accepted)</li> </ul> | 3+2+1    |
| <b>11</b> | <b>Any One of the given two questions to be attempted in 100 – 120 words</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>6</b> |
|           | Content – 3 marks<br>Expression – 2 marks<br>Accuracy – 1 mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
| A         | Hari Singh reflects and retrospects <ul style="list-style-type: none"> <li>- met Anil at wrestling match, won his confidence with intention of robbing him</li> <li>- worked as servant for him / did odd jobs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3+2+1    |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|   | <ul style="list-style-type: none"> <li>- Anil overlooked shortcomings</li> <li>- Anil taught me to cook, read and write/ gave money to watch movies/ gave spare key to the house</li> <li>- when Anil came with bundle of notes, stole money.</li> <li>- went to railway station to escape, missed train</li> <li>- started thinking about Anil and decided to return money.</li> <li>- could not run away with money because Anil was kind and trusting.</li> <li>- Anil's generosity transformed me / couldn't betray him.</li> </ul> <p>(any three points from the above to be accepted)<br/>(any other relevant point also to be accepted)</p>                     |       |
|   | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |
| B | <ul style="list-style-type: none"> <li>- Bholi was simple, sensitive, neglected child.</li> <li>- in childhood, suffered from head injury and small pox.</li> <li>- stammered while speaking</li> <li>- had black pock marks on face</li> <li>- was scared to go to school</li> <li>- worked hard</li> <li>- with teacher's support, became confident, bold.</li> <li>- took a stand against demand of dowry</li> <li>- assured parents she would take care of them by getting job at school.</li> <li>- was educated in true sense of the term.</li> </ul> <p>(any three points from the above to be accepted)<br/>(any other relevant point also to be accepted)</p> | 3+2+1 |



