

# FUNCTIONAL ENGLISH

*Time allowed : 3 hours*

*Maximum marks: 100*

## **General Instructions:**

- (i) *The paper is divided into **four** sections: A, B, C and D. All the sections are compulsory.*
- (ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- (iii) *Do not exceed the prescribed word limit while answering the questions.*

## QUESTION PAPER CODE 212/1

### SECTION A : READING

**20 Marks**

**1.** Read the following passage :

(12 marks)

1. Many of us hold the assumption — a taken for granted belief — that “small” is synonymous with “inconsequential” or “insignificant”. We believe that small actions and choices do not have much of a bearing on our lives. We think that it is only the big things, the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices and small actions that they performed every day. They transformed their lives by working on their day-to-day behaviours slowly, steadily and consistently. Their personal and spiritual transformation did not occur in one giant felled swoop, or in one singular, spectacular action. It happened more through a step-by-step or day-by-day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-to-day decisions, their everyday choices and actions, that cumulatively added up to make tremendous difference in the long run. Indeed, in matters of personal growth and character building, there is no such thing as an overnight success.
2. Growth always occurs through a sequential series of stages. There is an organic process to growth and transformation that cannot be circumvented. When we look at children growing up, we can see this process at work: the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. We cannot sow today and expect to reap tomorrow. The soil must first be tilled, and then the seed must be planted. Next, it must be nurtured and nourished with enough water and sunlight, and only then will it grow, bear fruit and finally ripen and be ready to eat.

3. Gandhi intuitively understood this organic process and used this natural law to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and find himself to be the “Mahatma” (great soul). In fact, there was nothing much in his early life that showed signs of greatness. But from his mid-twenties onwards, he consciously, deliberately and consistently attempted to change himself, reform himself and grow in some small way everyday. Day by day, hour by hour, he risked failure, explored, experimented and learned from mistakes. In seemingly small and large situations alike, he took up rather than avoided responsibility. Understanding that “a journey of a thousand miles begins with the first step”, he seized each day and made it count.
4. People have always marvelled at the seemingly effortless way in which Gandhi could accomplish the most complex tasks. He exhibited a level of self-mastery and discipline that was astounding. It would, however, be wrong to claim that these things came easily to him. Many people saw him exhibiting his self-mastery, but did not see the years of practice and disciplined training that went into making his successes possible. Very few saw, up close and personally, his trials and tribulations, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory, but not the struggle.
5. This is a common factor in the lives of all great people : by exercising their freedoms and choices in small ways, their ability to influence and impact their lives and their environment grows. Each of their small and seemingly insignificant decisions and actions, taken everyday, adds up cumulatively to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often when our “ideal goal” looms too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways, and when we break down any great task into small steps, performing it becomes progressively easy.

Anand Kumarasamy

**1.1** On the basis of your understanding of the passage answer the following in your own words :

- |   |   |
|---|---|
| (a) Mention two ways in which great people have built their character and transformed their lives ? | 2 |
| (b) What according to the author is the universal law of nature ? Give an example.                  | 2 |
| (c) Mention three qualities and characteristic features that helped to make Gandhi the ‘Mahatma’.   | 3 |
| (d) How can we achieve our dreams and ‘ideal goals’ ?   | 1 |

**1.2** Pick out the words/phrases from the passage which are similar in meaning to the following : (4 marks)

- (i) to destroy bit by bit (para 1)
- (ii) avoid by going round (para 2)
- (iii) a gut feeling (para 3)
- (iv) deep, very strongly felt (para 5)

2. Read the passage given below : (8 marks)

It has taken a tsunami to bring the coastal areas and rural coastal communities - the country's tail-end ecosystem and its marginalised people - into sustained mainstream attention. In normal times, there has rarely been so much coverage of fisher folk, other coastal poor and their problems in the media. The terrifying images of death and devastation along the narrow two-kilometre swathe of our southern coastline have left a lasting impression on civil society. It also brought to public attention the wide range of economic activity that has moved towards the coast. The debate on how to protect coastal lives and coastal ecosystems is now widespread.

There are four features of the coastal area ecosystem which makes it a particularly sensitive eco-zone. First, it is an "interface zone" where land meets the sea. It is therefore dynamic and non-static in its geo-physical and chemical parameters. Secondly, it has the highest primary productivity on the planet. Thirdly, it is the tail-end ecosystem and consequently receives all the negative externalities of terrestrial pollution. Fourthly, it is where the human population density is highest and is also home to several socially isolated and disadvantaged communities such as fisher folk.

Where once only isolated marine fishing communities existed, we now have a wide array of economic activity. These include five-star hotels, nuclear power plants, pilgrimage centres, coastal highways, aquaculture farms, shipbreaking yards, large chemical industry units, refinery units, sea cargo terminals, luxury residential colonies, fishing harbours, missile launching facilities and amusement parks. Many of these have entered the coast over the last two decades.

However with this expansion the original inhabitants are rarely taken into confidence. The rights of the original settlers have often been ridden over roughshod. The freedoms that they once enjoyed have been curbed and they have become the recipients of all the negative externalities of these new development activities - air and sea pollution, nuclear radiation, invasion of their cultural rights, to name but a few. Rarely have they been given adequate compensation for loss of their occupation, dignity, land and cultural rights.

The post-tsunami disaster vulnerability reduction measures (the relief and rehabilitation) - including those provided by the state, are neither a “pure public good” nor a “pure private good.” These measures often lie in the intermediate terrain between the two. A tsunami early warning system is near the public end and the quake and tsunami resistant homes near the private end. Other measures like community facilities are somewhere in between. It is, therefore, not just the quantum of disaster vulnerability reduction measures but to whom they are provided, that matters most. We need to encourage public policies, which give priority to risk mitigation of those who are less able to acquire it privately because they are poor and dispossessed. Sustainable development of the coastal tract and greater entitlements and capabilities for the poor can be ensured only with a new structure of rights to an ecosystem which covers both land and sea.

John Kurien

- (a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Using the notes write a summary of the above passage in 80 words. 3

**SECTION B : WRITING**

**25 Marks**

3. The Literary Club of ‘Captain School’ is staging the play, ‘Othello’ in the school auditorium. You are Rosy/Rohan, Secretary of the Literary Club. Draft a poster giving details of the staging for display in and around the school premises.

**OR**

(5 marks)

Read the following information provided and write a factual description of the place referred to. You are Reena/Rishabh, an executive working for a travel company. Do not use more than 80 words.

GORGEOUS GOA !	
<i>Population</i>	: 1.5 million
<i>Area</i>	: 3702 square km
<i>Main languages</i>	: Konkani, Marathi, English
<i>Main attractions</i>	: Palm fringed beaches, dense coconut groves, Portuguese architecture, wildlife sanctuaries
<i>Getting there</i>	: By air, road and rail.

4. You are Neena/Neeraj, Secretary of the Home Science Club of Pinnacle Senior School. You had placed an order for a consignment of articles of crockery. On receipt you find that some of them have been damaged and broken in transit. Write a letter to the Sales Manager 'Kitchen Plus Solutions' complaining about receipt of damaged goods. Request them to replace the damaged goods.

**OR**

(10 marks)

A serious note needs to be taken of certain recent incidents in some institutions where first year students were harassed in the name of ragging. Some freshers even committed suicide. Write a letter to the editor of the local daily expressing your views on the issue. Give suggestions on how to curb the menace. You are Ankit/Anurima.

5. You are Vishu/Veena, a budding journalist for a local daily. Write an article on 'Play Time - the Vanishing Joy of Childhood' based on the input given below:

Playing - makes kids happier, fitter and smarter

Unstructured play - not high tech toys designed for academic enrichment

Benefits - important for physical, social and emotional well-being of children; bonding with parents enhanced; spontaneous group play helps to build negotiation skills.

**OR**

(10 marks)

Meena /Mukesh Patil reads the given news item and decides to write a speech to be delivered during the English Day celebrations in her/his school. She/He decides to speak on the importance of learning English especially in today's world where the world has become a global village.

150-200 words

The Chennai Corporation plans to introduce a spoken English programme in its schools to help students gain better job skills. The Corporation's education department is looking at various language-training options for its teachers, including networking with, nongovernmental organisations and sending teachers for short courses at the Regional Institute of Education in Mysore. The idea is to help teachers train students to speak fluent English. "The programme is primarily aimed at students of classes 11 and 12 who may be taking up jobs once they complete schooling," said the Joint Commissioner of Education.

**SECTION C : GRAMMAR**

**20 Marks**

6. Rearrange the following sentences sequentially to make complete sense : (5 marks)

**Making Gingerbread**

1. After the eggs have been added mix the flour at low speed until the batter is smooth.
2. Next beat together butter and brown sugar for 3-5 minutes.
3. First sift together flour, baking soda, spices and salt into a bowl.
4. When the mixture is fluffy add the eggs one at a time.
5. Finally bake in an oven and cool.

7. You are Hilal/Heena and have just attended a talk by a doctor on how to tackle the heat during summer. Using the input given below construct a dialogue between the two of you. Make five sets of exchanges. The first one has been done for you. (5 marks)

Mini: Good morning, Sir.

Doctor : Good morning, Mini

[ causes heat stroke  
[ body unable to cope with excessive heat

[ symptoms of heat exhaustion  
[ fatigue, nausea, cramps, headache and dizziness

[ steps to avoid  
[ stay in shade, drink fluids to replace lost salt and rest

[ difference between heat stroke and heat exhaustion  
[ when left untreated, heat exhaustion can progress to heat stroke, a more  
[ serious condition that can be fatal

[ • guide to stay protected  
[ • plenty of water, avoid caffeinated drinks

8. The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example. (5 marks)

My head was bend low from the Incorrect    Correct  
bend            bent

- (a) impact for delivery, but I could
- (b) see that the ball was deliver
- (c) on line to the target. The batsman lean
- (d) forward to push its away to the off-side

- (e) but the ball had move deceptively
- (f) across the face of the bat. Clearly't have
- (g) deflected. Now come the tell-tale echo
- (h) of the snick. I struggle to stay
- (i) upright on my follow through, anxiously
- (j) watching the flight in the ball

Alan Davidson

9. Lama T Phuntsok runs an orphanage in Tawang district of Arunachal Pradesh. Frame ten questions that you would like to ask him regarding his work based on the items given in the box below. (5 marks)

Inspiration; beginning; atmosphere of the orphanage;  
 funding; inmates; care; visitors ; support-community;  
 school attached; road ahead.

**SECTION D : LITERATURE**

**35 Marks**

10. Read the following extract and answer the questions that follow : (7 marks)

‘To bend with apples the mossed cottage trees,  
 And fill all fruit with ripeness to the core;  
 To swell the gourd, and plump the hazel shells.  
 With a sweet kernel; to set budding more,  
 And still more, later flowers for the bees,  
 Until they think warm days will never cease,  
 For summer has o’er-brimmed their clammy cells’

- (a) Name the poem and the poet ? 1
- (b) Pick out the names of two fruits ? 1
- (c) Briefly describe the overall sense of abundance brought out in these lines. 2
- (d) Who does ‘they’ stand for in line 6 ? 1
- (e) What is the co-relation between ‘later flowers’ and the ‘bees’ ? 2

**OR**

Dumb

As old medallions to the thumb,  
 Silent as the sleeve-worn stone  
 Of casement ledges where the moss has grown -  
 A poem should be wordless  
 As the flight of birds.

- (a) Name the poem and the poet. ? 1
- (b) What do 'dumb' and 'thumb' signify ? 2
- (c) Which literary device is used in the poem ? Give an example. 2
- (d) What are the two words used in the extract which express the meaning of a poem without saying anything ? 1
- (e) What are the qualities of a good poem according to the above lines ? 1

11. Answer any **two** of the following in about 50 words each : (4×2=8 marks)

- (a) Bring out the significance of the title of the poem 'Curtains' in your own words.
- (b) 'Men who went out to battle grim and glad;  
Children, with eyes that hate you, broken and mad,'  
Bring out the contrast signified by the two lines.
- (c) Bring out the love of Sally brought out in the panegyric 'Sally in Our Alley'.

12. Answer any **one** of the following questions :

'I see. You're going to keep your vow then ? Very well as you please.'

- (i) Where have these lines been taken from ? Name the play and author. 1
- (ii) Who says these words and to whom ? 1
- (iii) What is the vow ? Why has it been taken ? 2
- (iv) What happened when Alexander pleaded with Queen Mother ? 1

**OR**

Compare and contrast the characters of Mr White and Mrs White with reference to the monkey's paw and their son Herbert. Answer in 80-100 words. 5

13. Answer any **two** of the following in 50 words each : (4×2=8 marks)

- (a) What was Iona Potapov's state of mind as he waits for a fare? What did he want to do ? How was he finally able to achieve his objective ?
- (b) How was the deal between Jacques Roux and Robichon beneficial for both of them ?
- (c) What was the transformation in Asoka's mind and heart as a result of the Kalinga war ?

14. Answer any **one** of the following in 100-125 words: (7 marks)

Comment on Einstein's views on education briefly.

**OR**

How did Lisa meet Major Doronin ? How did their relationship blossom and how did it end ? What effect did it have on Lisa ?

**QUESTION PAPER CODE 212**

**SECTION A — READING**

**20 Marks**

1. Read the following passage and answer the questions that follow :

(12 marks)

**The Power of a Dream**

- 1 In order to make something happen, there must first be a dream. All great pioneers and visionaries were, first and foremost, dreamers whose dreams contained a touch of the impossible. Let us take the example of Gandhi, who also dreamed an “impossible” dream. To dream of freeing India from more than 100 years of British rule — a powerful imperial power — was novel enough, but to dream that freedom would be achieved without a single shot being fired was audacious.
- 2 Dreams (or day dreams) play a very important role in our lives. They provide us with a vision of what we want to achieve in life. Why is it important to have mighty goals, to dream great dreams ? When our dreams and visions have a touch of the impossible, it stretches us. It grabs and pulls us out of our comfort zone. It forces us to employ new and innovative ways to achieve our goals. As Peter Senge states in his book, ‘The Fifth Discipline’, “The loftiness of the target compels new ways of thinking and acting.” We are forced to ‘think outside the box’.
- 3 With Gandhi at the helm, India embarked on one of the most unique freedom struggles in the history of the modern world. With truth, compassion and non-violence as his only weapons, Gandhi took on the might of the British empire. Gandhi painted a compelling picture of a free India — a united and truly self-reliant nation. Although many people initially doubted the efficacy of his methods, they gradually changed their minds as they saw Gandhi lead by example. People began to commit to this cause in larger numbers with each passing day. At one point, it was no longer Gandhi’s vision; it had become a shared vision. Gandhi also helped them understand that this was a struggle of historic importance; if Indians could prove that freedom could be won through the non-violent way, then it would be a message of vital significance for future generations.
- 4 This shared vision lifted common men and women to greater levels of heroism and courage. These “ordinary” folk became so inspired that they bravely and willingly joined in the struggle for Indian sovereignty. They endured physical blows and assaults without retreating or retaliating. They joined in Gandhi’s hunger strikes and marches. The feeling that they were participating in something sacred and profound elicited the very best from these men and women. Their courageous actions are not understandable unless one realises that a powerful vision can inspire heroic acts and extraordinary courage from even the most seemingly ordinary person.

- 5 Gandhi himself was a very fearful and painfully shy child. This shyness continued well into his late twenties. He was so shy and fearful that at social gatherings, he could not make the simplest of speeches. At meetings, somebody else would have to read aloud what he had written. To top it all off, his first appearance as a lawyer in court was an unmitigated disaster; as Gandhi's turn came to speak, he found himself overwhelmed and tongue-tied. In his autobiography, he speaks of the innumerable occasions when he found himself in similar embarrassing situations, all due to his shyness.
- 6 And yet this person became the leader of millions. He became an extremely proficient speaker. He grew so self-confident that he was soon meeting and negotiating with very important and influential leaders, such as British viceroys and generals who were in the top echelons of power. What happened ? How did this painfully shy and fearful person end up as one of the greatest revolutionaries of the 20<sup>th</sup> century ? What triggered such a powerful transformation ?
- 7 The answer is simple : when we care about something deeply, it unleashes within us immense courage; it inspires in us great daring, and we venture forth boldly. The vision of a free India and a peaceful and harmonious world was so compelling to Gandhi that he was no longer a slave to his fears. Inspired by this dream, he rose to the occasion. It enabled him to overcome his shyness. He cared so deeply about issues of freedom and non-violence that he tapped into his inner reservoirs of courage, will power and self-confidence.
- 8 Only when we have a great dream — will we truly know the extent and the depth of our potential, our courage and creativity. Unfortunately, the reverse is also true: when we do not have an overarching vision, even the trivial becomes painful, molehills appear as mountains and mere winds seem like hurricanes.

*Anand Kumarasamy*

(a) On the basis of your understanding of the passage, answer the following in your own words :

- |  |   |
|--|---|
| (i) What were the two main features of Gandhi's 'impossible' dream ?   | 2 |
| (ii) Mention two factors which are a result of having mighty dreams.   | 2 |
| (iii) What were Gandhi's weapons in his struggle for freedom ?   | 1 |
| (iv) What led to the transformation of Gandhi from a shy person to one of the greatest revolutionaries of the 20 <sup>th</sup> century ? | 2 |
| (v) What happens when we do not have a great vision or dream ?   | 1 |

(b) Pick out words/phrases from the passage which are similar in meaning to the following :

4

- (i) daring and shocking (para 1)
- (ii) a course of action which produces the desired effect (para 3)
- (iii) terrible in every way (para 5)
- (iv) a level/rank within an organisation (para 6)

2. Read the passage given below and answer the questions that follow :

(8 marks)

Coastal environments constitute a critical national and global resource that suffers widespread degradation due to human impact. The importance of the coast can be gauged more precisely if we look at its place in the overall classifications of the physical divisions and relief features of the Earth. The principal divisions of the Earth are air, water and land. We recognise these more technically as atmosphere, hydrosphere and lithosphere.

Coast is the meeting ground of the two. Hence coasts are subjected to geological actions of air, water and all the landward processes including human actions. They are endowed with rich renewable resources, accessibility and a communication network. This provides an ideal situation for infrastructure development and economic activities, attracting more people into the coastal domain. Today, 50 percent of the world's population (about 3.2 billion) lives along the coastline, spread over 80 percent of the world's 218 sovereign states. In the US, over 80 percent of people live within 50 miles of the coast, while in India over 250 million people live within 50 km from the coast. But coasts are also subjected to the ill-effects of all human activities on land and are prone to the fury of Nature from air, sea and land.

Recent years have witnessed large-scale destruction along the coasts in India due to cyclonic storms, floods, erosion and tidal inundation in the low-lying areas of the western and eastern coasts and the Andaman Islands. The importance of coasts in India — their human and resource potential and vulnerability to natural hazards — has been understood after the huge damage to life, property and habitat as a result of the December 26, 2004 tsunami in the Indian Ocean.

India is a major sea-front nation with a mainland coastline of 5,422 km and island coastline of 2,094 km, extending from Kachchh in the west to West Bengal in the east.

Unlike the remarkably straight western coast, the eastern coast and the continental shelf bordering it are irregular because of their comparative antiquity in relation to the western coast. The western coast has narrow plains, whereas the eastern coast and the coast in Gujarat have wider plains with subdued topography, large marshes, mudflats etc.

Coastal geomorphic features do regulate the vulnerability of the coasts due to storm surges, tidal and wave impacts and resource availability. This has been proved in the extreme case of tsunami waves. It is therefore recommended that setback lines (lines beyond which natural hazard impact will be minimal or nil in the event of natural hazards along the coastal areas) need to be demarcated based on location — specific coastal geomorphic features, stability of the coastal rock strata, erosion rates, sea-ward coastline characteristics, wave dynamics and vegetation cover.

In thickly populated low-lying coastal areas, erection of a first line defence from storm surges (be it mangrove vegetation or a sea-wall depending on local specifics) is also important. The demarcation of setback lines requires skilled inputs from a number of Government agencies. Disaster management schemes need to be overhauled for the purpose.

*Dr. K. Soman*

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Using the notes write a summary of the above passage in 80 words. 3

**SECTION B — WRITING**

**25 Marks**

3. The Health Club of ‘Peach Glow Senior School’ is launching a ‘Eat Fresh Fruit and Junk Junk Food Drive’ in and around the school. You are Vinay / Vineeta, Secretary of the Health Club. Draft a poster for display in and around the school premises.

**OR**

(5 marks)

Read the following information provided and write a factual description of the place referred to. You are Vishnu / Veena, an executive working for a travel company. Do not use more than 80 words.

<p>Beautiful Bhubaneswar !</p> <p>Capital — Orissa</p> <p>Languages — Oriya, English</p> <p>Getting There — Rail, Train, Bus</p> <p>Places to Visit — Konarak, Puri - beach and temple, Nandan Kanan — wildlife sanctuary, botanical garden and lake, Udaygiri caves, Pipli</p> <p>Things to buy — Applique craft, handloom, filigree jewellery, carved wooden handicrafts.</p>
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4. You are Ira / Inder, Sports Captain of 'Super Excel Senior School'. Write a letter registering your complaint about a mix-up in the order of tennis and badminton rackets, to the Sales Manager, Sports India Pvt. Ltd., Ludhiana. Request them to rectify the problem.

**OR**

(10 marks)

The alarming sex-ratio in some of the states of the country has raised concern about the growing scourge of female foeticide. Challenges posed by the killing of the unborn girl child need to be addressed by insisting on a 'zero tolerance approach'. Write a letter to the editor of a local daily highlighting the problem and provide a few remedial suggestions. You are Amitabh / Anuradha.

5. You are Fatima / Farhan, a budding journalist for a local magazine. Write an article on "Crisis of Childhood" based on the input given below :

- Junk food — obesity; diseases
- Greater affluence — lack of exercise
- Competitive schooling — stress, anxiety and depression in many cases
- Life-style changes — working parents, dependence on electronic means of entertainment
- Leisure activities — structured rather than unorganised

**OR**

(10 marks)

You are Sarit / Seema, a volunteer of the Health Club of your school. Based on the inputs given below prepare a speech for the slum dwellers of your neighbourhood.

'Prevention is Better Than Cure'

- Mosquito borne diseases
- Spread and consequences
- Preventive measures
- Supportive Therapy
- Sustained effective eradication and control programme

### **SECTION C— GRAMMAR**

**20 Marks**

6. Rearrange the following sentences sequentially to make complete sense. The process described is related to making soft centred chocolates.

(5 marks)

- (a) The solution is heated slowly until the sugar dissolves and then the syrup is boiled.
- (b) After it cools the fondant is re-heated and an enzyme called invertase is added in.

- (c) Soft centred chocolates contain fondant which is made by mixing sugar with a quarter of its own weight of water.
- (d) Next, the hot, sticky, clear solution is poured out and left to cool.
- (e) Finally, the fondant is moulded into fancy shapes.

7. You are Abhishek / Aishwarya and are set to meet Dr. Salim, a specialist on birds. Based on the input given below construct a dialogue between the two of you. Make five sets of exchanges. The first one has been done for you as an example. (5 marks)

Aishwarya / Abhishek : Good morning, Sir.

Dr. Salim : Good morning.

- [ • possible for birds to find their way home after long journeys.
- [ • can find
- [ • how — manage
- [ • extra sensory capabilities of birds — detect changes in atmospheric pressure, weather and earth’s magnetic field.
- [ • birds - sleep - on one leg - how
- [ • bird’s body weight causes the bird to bend its knees, close its claws and sleep on even one leg.
- [ • sleep at night
- [ • yes, but not nocturnal species
- [ • eagles - save energy - how
- [ • adopt - energy saving technique - gliding

8. The following passage has *ten errors*. Identify the errors in each line and write them along with the corrections as shown in the example. (5 marks)

*Incorrect*      *correct*

In the second now I would

the                      a

- (a) have complete my delivery. My left foot
- (b) pound down behind the bowling
- (c) crease and my body swing sideways with
- (d) the right arm stretch high. My
- (e) left hand tightened it grip on
- (f) the ball, the first two finger feeling

- (g) reassuring down the seam. Now
- (h) my right foot come down to brace
- (i) against the strain, and, like an
- (j) released spring, the ball was in its way.

*Alan Davidson*

9. Raj Vasudeva runs an old age home in Jalandhar. Based on the items given below frame ten questions that you would like to ask her regarding her work : (5 marks)
- inspiration; beginning; atmosphere of the old age home; funding; inmates; care; visitors; support—community; school attached; road ahead.

### SECTION D — LITERATURE

**35 Marks**

10. Read the following extract and answer the questions that follow : (7 marks)

‘Who hath not seen thee oft amid thy store ?  
 Sometimes whoever seeks abroad may find,  
 Thee sitting careless on a granary floor,  
 Thy hair soft-lifted by the winnowing wind;  
 Or on a half-reaped furrow sound asleep,  
 Drowsed with the fume of poppies while thy hook,  
 Spares the next swath and all its twined flowers:

- (a) Name the poem and the poet. 1
- (b) What does the first sentence actually mean ? 1
- (c) Who does ‘thee’ stand for ? 1
- (d) What is the ‘figure of speech’ used here ? Give a brief description. 2
- (e) What does the hook held by the girl do and why has it stopped now ? 2

**OR**

Is it so easy, then ? Goodbye no more than this  
 Quiet disaster ? And is there cause for sorrow  
 That in the small white murder of one kiss  
 Are born two .ghosts, two Hamlets, two soliloquies  
 Two worlds apart, tomorrow ?

- (a) Name the poem and the poet. 1
- (b) Who are the questions addressed to ? 1
- (c) What does ‘quiet disaster’ mean ? 1

- (d) Why does the poet allude to Hamlet ? Who is he compared to ? 2
- (e) Why is 'two' used thrice ? 1
- (f) What is a soliloquy ? 1

11. Answer any *two* of the following in about 50 words each : (4×2 = 8 marks)

- (a) Comment on the title of the poem 'Of Mothers, Among Other Things'.
- (b) 'Ars Poetica' epitomises what the characteristic features of a good poem are. Comment.
- (c) Bring out the birds' feelings of despair and the empathy of the poet as expressed in the poem 'Sympathy'.

12. Answer any *one* of the following questions : (5 marks)

'Who is the Master of the World  
Who shall I condemn to death'

- (a) Name the play and the author. 1
- (b) Who speaks these words and to whom ? 1
- (c) Who does 'Master of the World' refer to ? 1
- (d) What is his dilemma ? 1
- (e) Why does he call it 'his last act of mercy' ? 1

**OR**

What are the three wishes that the white couple makes ? What happens as a result ? Answer in 80-100 words. 5

13. Answer any *two* of the following in about 50 words each : (4×2 = 8 marks)

- (a) Mention four important characteristic features of Einstein's model of education.
- (b) How was the deal between Jacques Roux and Robichon beneficial to both of them ?
- (c) How does Lynd differentiate between mosquitoes, bees and wasps ?

14. Answer any *one* of the following in 100 - 125 words : (7 marks)

Do you think 'Grief' is an appropriate title for the story written by Chekhov ? Also suggest an alternate appropriate title.

**OR**

Attempt an appraisal of Asoka as a mighty ruler. Elucidate his strengths on the basis of your reading of the lesson.

## Marking Scheme — English Core

### *General Instructions :*

1. Answer scripts should not be given to the evaluators for evaluation until and unless the given Marking Scheme has been thoroughly discussed with them in a group or individually on the first day of evaluation.
2. The Head Examiner must go through the first five answer scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the Marking Scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
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. However the Marking Scheme carries only suggested value points and does not constitute the complete answer.
4. 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 circled.
5. If a question does not have any parts, marks must be awarded in the left-hand margin.
6. Where marks are allotted separately for content and expression as per the Marking Scheme they have to be reflected separately and then totalled. **This is a mandatory requirement.**
7. A slash (/) in the Marking Scheme indicates alternative answers. If a student writes an answer which is not given in the Marking Scheme but which is equally acceptable, marks should be awarded only in consultation with the Head Examiner.
8. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.
9. Under Section A, Reading (Q1) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions.
10. However where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.
11. Section C is on grammar. Care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.
12. If a student writes a single word in response to a short answer type question and it constitutes the core of the answer it should be accepted and awarded full marks.
13. If a student literally lifts a portion of the given passage as an answer to a question no marks should be deducted for this so long as it is relevant and indicative of the desired understanding on the part of the student especially in Q.1 (Section A) and Q.11 (Section D).
14. Please do not hesitate to award full marks if the answer deserves it especially in the long answers.

QUESTION PAPER CODE 212/1  
**EXPECTED ANSWERS/VALUE POINTS**  
**SECTION A: READING (20 marks)**

<b>Q1.1 READING</b>	<b>GANDHIJI</b>	<b>TOTAL MARKS: 12</b>
<b>Objective</b>	: To identify and understand main parts of the text.	
<b>Marking</b>	: As marked in the question paper. No penalty for spelling and grammar. Accept any other word equivalent in meaning to the answers given below.	
<b>Answers</b>	: (a) <ul style="list-style-type: none"><li>· Through small decisions / small actions</li><li>· By working on it slowly, steadily and consistently</li><li>· By step by step / day by day approach</li><li>· Nurtured / nourished good habits everyday</li><li>· Chipped away bad habits everyday</li></ul> (Any two)	2 Marks
	(b) Cannot sow today and expect to reap tomorrow / There is an organic process to growth and transformation that cannot be circumvented (Any one) e.g. – The child first learns to crawl, then stand , walk , finally run	2 Marks
	(c) <ul style="list-style-type: none"><li>· From mid - twenties consciously, deliberately and consistently attempted to change / reform himself</li><li>· Risked failure</li><li>· Learnt from mistakes</li><li>· Took up responsibilities</li><li>· Made each day count</li><li>· Self mastery and discipline</li><li>· Chipped away bad habits everyday</li></ul> (Any Three) Or any other relevant answer	3 Marks
	(d) <ul style="list-style-type: none"><li>· Choosing to grow in small way</li><li>· Breaking tasks into small steps</li></ul> (Any One)	1 Mark

## Q1.2 VOCABULARY

**Objective** : To deduce the meanings of unfamiliar lexical items.

**Marking** : 1 mark each (4 marks)

**Answers** : 1. chipped away / chipped  
2. circumvent  
3. intuitively  
4. profound

## Q 2. Note making and Summarizing

**Total Marks: 8**

**Objective** : To develop the skill of taking down notes  
To develop the extracted ideas into a sustained piece of writing.

**Marking** : **Note making** **5 marks**

**Heading** 1 mark

**Abbreviations / Symbols** 1 mark

(with or without key)

(minimum four)

**Content** 3 marks

(minimum three sub headings)

### **Important instructions:**

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

**Complete sentence should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.**

Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.

### **(a) Note making**

**Note :** **If the student has attempted only the summary or only the notes, due credit should be given.**

### **Suggested Notes**

**Title :** Coastal Ecosystem / Or any other similar, appropriate heading

#### I. Effects of Tsunami

- i. coastal areas gaining attention
- ii. need felt for its protection

## II. Features of Coastal Area Ecosystem

- i. Interface zone
  - a. land meets sea
  - b. dynamic and non-static
- ii. Highest primary productivity
- iii. Tail end ecosystem
  - a. receives –ve. terres. pollution
- iv. Den. human population highest

## III. Various Economic Activities

- i. 5 star hotels
- ii. nuclear power plants
- iii. pilgrimage centres
- iv. coastal highways etc.

## IV. Problems of Original Inhabitants

- i. Freedom curbed
- ii. Receiving –ve impacts of dev.
  - a. air and sea pollution
  - b. nuclear radiation
  - c. invasion of dev. activities
- iii. no compensation for
  - a. loss of occupation
  - b. dignity
  - c. land and cultural rights

## V. Post Tsunami Measures

- i. Present conditions
  - a. neither purely public or private
- ii. Actual requirement
  - a. to reach the needy / poor
  - b. encourage public policies
- c. Better protection of ecosystem

### **Key**

1. terres.-terrestrial
2. Den.- density
3. –ve –negative
4. dev. Development
5. etc. –etcetra

- Note:**
1. Any abbreviations done by the students should be accepted.
  2. No student to be penalized if they have not given a key to abbreviations separately.

**(b) SUMMARY**

**Objective :** (1) To expand notes (headings and sub-headings) into a summary  
(2) To test ability of expansion

**Marking :** Content 2 marks  
Expression 1 mark

**Note:** Considering the numerous facts mentioned in the notes about the coastal eco-system, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

**SECTION B (WRITING) TOTAL - 25 MARKS**

**Q.3. OPTION-1**

**POSTER – STAGING A PLAY TOTAL – 5 MARKS**

**Objective :** To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

**Marking :**

Format (Heading, organizer)	-	1 mark
Content	-	3 marks
Expression (Coherence and relevance of ideas and style)	-	1 mark

**Suggested Value Points**

What	-	1
When	-	1 (date + time)
Where	-	1

**OR**

**Option-2**

**FACTUAL DESCRIPTION GOA TOTAL – 5 MARKS**

**Objectives :** To write in an appropriate style and format of a factual description.

**Marking :** Format (heading) ½ mark  
Content 2½ mark  
Expression 2 marks  
(Coherence and relevance of ideas and style)

**Suggested Value points**

- population
- area
- main languages
- main attractions
- getting there

**Q.4. Option -1**

**LETTER OF COMPLAINT**

**TOTAL -10 MARKS**

**Objectives :** To use an appropriate style to write a formal letter.  
To plan, organize and present ideas coherently

**Marking : Format** 2 marks

(1. Sender's address 2. date 3. address of the addressee  
4. salutation 5. subject 6. complimentary close 7. sender's  
signature/name )

**Content** 4 marks

**Expression:** 4 marks

- Grammatical accuracy,  
appropriate words and spellings 2 marks
- Coherence and relevance of ideas  
and style 2 marks

**Suggested value points**

- recently bought crockery
- receipt no / date of purchase
- upset because some crockery items broken
- asking for replacement

**Or**

**Option -2**

**LETTER TO THE EDITOR**

**TOTAL -10 MARKS**

**Objectives :** To use an appropriate style to write a formal letter.  
To plan, organize and present ideas coherently

**Marking : Format** 2 marks

(1. Sender's address 2. date 3. address of the addressee  
4. salutation 5. subject 6. complimentary close 7. sender's  
signature/name )

**Content** 4 marks

**Expression** 4 marks

- Grammatical accuracy appropriate words and spellings 2 marks
- Coherence and relevance of ideas and style 2 marks

**Suggested value points**

- ragging, social menace
- form of bullying
- negative effects of bullying / suicides etc
- preventive measures

**Q.5. Option -1**

**ARTICLE – VANISHING JOY OF CHILDHOOD**

**Total – 10 Marks**

**Objective** : To write in a style appropriate to the given situation.  
To plan, organize and present ideas coherently.

**Marking** : **Format** 1 mark  
(heading and writer’s name)

**Content** 4 marks

**Expression** 5 marks

- Grammatical accuracy, appropriate words and spellings 2½ marks
- Coherence and relevance of ideas and style 2½ marks

**Suggested value points**

- Role of play
  - Imp. of unstructured play
  - Benefits of unstructured play
- (Any four relevant value points to be accepted)

**Or**

**Option - 2**

**SPEECH – IMPORTANCE OF ENGLISH**

**TOTAL – 10 MARKS**

**Objective** : To write in a style appropriate to the given situation.  
To plan, organize and present ideas coherently.

**Marking** : **Format** 1 mark  
Introduction of speech and appropriate ending

**Content** 4 mark

**Expression** 5 marks

- Grammatical accuracy, appropriate words and spellings 2½ marks
- Coherence and relevance of ideas and style 2½ marks

**Suggested Value Points**

- Importance of learning English
- Role of English in today's world
- Measures being taken to promote the language in India
- Advantages of learning English

**SECTION C (GRAMMAR)**

20 MARKS

**Q6. REARRANGING**

**TOTAL: 5 MARKS**

**Objectives :** To be able to present ideas in grammatically logical sequence 5 marks

**Marking :** 1 mark for every correct answer

**Answer**

1. First sift together flour, baking soda, spices and salt into a bowl
2. Next beat together butter and brown sugar for 3-5 minutes
3. When the mixture is fluffy add the eggs one at a time
4. After the eggs have been added mix the flour at low speed until the batter is smooth
5. Finally bake in an oven and cool

**Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**Objectives :** To be able to extend a situation into a meaningful dialogue.

**Marking :** 1 mark each for every correct exchange provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

**Sample Answers:**

**(The dialogue could take place between Mini and the doctor, Heena / Hilal and the doctor, Heena and Hilal)**

1. Mini / Heena / Hilal: When is a heat stroke caused?  
Doctor / Heena / Hilal: It is caused when the body is unable to cope with excessive heat

2. Mini / Heena / Hilal: What are the symptoms?  
Doctor / Heena / Hilal: They are fatigue, nausea, cramps, headache and dizziness.
3. Mini / Heena / Hilal: What steps should I take to avoid a heat stroke?  
Doctor / Heena / Hilal: One should stay in the shade , drink fluids to replace lost salt and rest
4. Mini / Heena / Hilal: What is the difference between heat stroke and heat exhaustion?  
Doctor / Heena / Hilal: Heat stroke is worse than heat exhaustion. When left untreated heat exhaustion can progress to heat stroke.
5. Mini / Heena / Hilal: How should we protect ourselves?  
Doctor / Heena / Hilal: We should protect ourselves by drinking plenty of water and avoiding caffeinated drinks.

**Q.8. EDITING**

**TOTAL: 5 MARKS**

**Objectives :** To use grammatical items appropriately

**Marking :** ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However no marks are to be deducted if the candidate has given only the correct words.

<u>Incorrect</u>		<u>Correct</u>
a) for	-	of
b) deliver	-	delivered
c) lean	-	leant / leaned
d) its	-	it
e) move	-	moved
f) 't / have	-	it / had
g) come	-	came
h) struggle	-	struggled
i) on	-	in
j) in	-	of

**Q9. FRAMING QUESTIONS****TOTAL-5 MARKS**

**Objectives** : To understand the context and frame relevant and appropriate questions.

**Marking** : ½ mark each for every accurate question framed

**Note** : No marks to be awarded if there is any inaccuracy. The ten questions should cover at least any of the two areas specified for the interview in the given question.

**Sample questions:**

- a) Who has been your inspiration? /
- b) Who inspired you to open / start an orphanage?
- c) In the beginning did you find it difficult to run the orphanage?
- d) How is the atmosphere of the orphanage?
- e) From where do you get funds to run the orphanage?
- f) What kind of inmates do you have?/  
How many inmates do you have?
- g) Do you take good care of the inmates?
- h) Are visitors allowed?
- i) Does your community support the orphanage?
- j) Is there a school attached to the orphanage?
- k) Is there a road ahead?

**SECTION D: LITERATURE****35 MARKS****Q10. REFERENCE TO CONTEXT****TOTAL- 7 MARKS**

**Objective** : To test students' comprehension of poetry- local, global, interpretative, inferential and evaluative

**Marking** : 7 marks

**Answers:****OPTION (1) ODE TO AUTUMN**

- a) Ode to Autumn ; John Keats - ½ + ½
- b) apples / grapes / hazelnuts / gourd (any 2) - ½ + ½
- c) · apple trees bent with apples  
· swelling gourds  
· plumping hazelnuts  
· budding flowers  
· honey being collected  
(Any two) - 1+1

- d) bees - 1
- e) later flowers refer to
- extending warm weather
  - abundance of flowers
  - hence abundance of nectar
  - bees collecting this nectar
- (Any two) 1+1

**OPTION (2) ARS POETICA**

- a) Ars Poetica ; Archibald Macleish - 1
- b) dumb signifies wordless / silent - 1
- thumb signifies sense of touch / feeling /  
mark of achievement / memories of past (any one) - 1
- c) simile - 1
- e.g.
- as old medallions to the thumb
  - silent as the sleeve – worn stone of casement ledges
  - wordless as the flight of birds
- (any one example) - 1
- d) dumb / silent / wordless (any two) - 1/2 + 1/2
- e) · conveys meaning silently
- conveys meaning effortlessly
  - conveys meaning effectively
  - evokes nostalgia
  - it's timeless
  - symbolic
- (any 2) - 1/2 + 1/2

**Q11. POETRY**

**TOTAL 4×2 = 8 MARKS**

**Objectives :** To test students' comprehension of poetry – local and global

**Marking :** Content: 3 marks

Expression: 1 mark

- (a) · symbol of separation
- signifies end of relationship / curtain has been drawn on the relationship
  - irreversible and final

(b) first line – describes soldier before the war – fired with patriotism  
second line – describes soldier after the war – emotionally, physically,  
mentally broken

(c) Any one to be accepted

From Sally's viewpoint

- Is willing to wait for seven years
- Meets him every Sunday
- Accepts the jeering

From narrator's viewpoint

- Suffers master's beatings to watch Sally
- Willing to give away his savings
- Willing to become a slave for her
- Eager to meet her every Sunday
- Looking forward to marrying her after 7 years

(Any other relevant point) (Any three)

## Q12. PLAY

**TOTAL-5 MARKS**

**Objectives :** To test the students' ability to comprehend plays, understand character etc.

**Marking :** Content: 3 marks  
Expression: 2 marks

### OPTION (1) ALEXANDER

- An Adventure Story ; Terence Rattigan - ½ + ½
- Alexander to Queen Mother - ½ + ½
- Queen Mother had vowed not to speak to Alexander- 1
- She felt he had killed her son - 1
- She broke her vow - 1

**OR**

### OPTION (2) MONKEY'S PAW

- both loved son deeply
- Mr. White, more adventurous took the risk
- Mrs. White not interested in the paw
- Disbelieving the powers of the paw initially, later on compelled husband to wish the son alive
- Mr. White maintained composure after son's death
- Mrs. White desperate after her son's death; longing for son

**Q13. FICTION****TOTAL 4×2=8 MARKS**

**Objective** : To test student's ability to comprehend, interpret and evaluate prose texts

**Marking** : Content: 3 marks

Expression: 1 mark

- a) · Grief stricken /depressed / lonely (Any Two)
- Longing for sympathy
  - Desperate to unburden grief
  - Talks about son's death - 1
  - Finally unburdened his heart to his horse - 1
- b) · helped to delay debut (Jack Roux's first performance on stage)
- helped to overcome stage fright
  - got paid for allowing Robichon to perform in his place
  - got free advertisement
- (Any Three) - 1½
- Robichon – got a chance to prove his versatility / in a serious role / in front of an audience - 1½
- c) · was impacted deeply by extent of massacre
- remorse / law of piety
  - public acknowledgement turned non-violent
  - turned to Buddhism / practiced Dharma / sent missionaries abroad
- (Any Three)

**Q14. LONG ANSWERS - FICTION****TOTAL 7 MARKS**

**Objectives** : To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking** : Content - 4 marks

Expression - 3 marks

**Option -1 ON EDUCATION**

**Note:** Marks should be awarded for the student's creativity

**Suggested Value Points:**

- "True education is that which remains if one has forgotten everything he learnt in school"
- Aim of education – production of harmonious individuals capable of thinking / working individual

- To create truly successful beings giving more to society than receiving
  - Creating individuals motivated by love of learning
  - Using practical methods of education
  - Giving more importance to holistic education than specialized knowledge
  - Teachers should be worthy of respect due to intellectual ability
  - Freedom to choose curriculum
  - School - means of transferring culture + values
- (Any four points from above)

**Option- 2 THE ACTRESS**

**Suggested Value Points:**

- At the war front -1/2
- Lisa was attracted towards Doronin inspite of his ordinary looks ]
- Doronin took care of Lisa and her co-performers at the front ] - 1
- Lisa expressed her feelings through letter ]
- Doronin rejected – which hurt her but later received a letter after his death calling her his fiancé ] - 1
- Understood true meaning of the line ]
- ‘ If you love the whole world is within you and there is no death’ ] - 1½
- From a little actress became real actress ]
- Play acting was her destiny ]

**QUESTION PAPER CODE 212**

**SECTION A (READING)**

**20 MARKS**

**Q1. READING GANDHIJI**

**TOTAL MARKS: 12**

**Objective** : To identify and understand main parts of the text.

**Marking** : As marked in the question paper. No penalty for spelling and grammar.

Accept any other word equivalent in meaning to the answers given below.

**Answers** : (a) (i)

- Freeing India from more than 100 years of British rule
- Achieving freedom without a single shot being fired

1+1 Marks

(ii)

- It provides us with a vision of what we want to achieve
- It grabs and pulls us out of our comfort zone
- Forces us to employ new and innovative ways to achieve our goals
- Forces us to think outside the box / compels new ways of thinking

(any 2)

1+1 Marks

(iii) Truth / Compassion / non-violence

(Any two)

$\frac{1}{2} + \frac{1}{2} = 1$  Mark

(iv)

- The vision of a free India and a peaceful and harmonious world made him fearless.
- He was inspired by dreams of freedom and rose to the occasion
- He cared so deeply about freedom and non-violence that he tapped into his inner resources of courage, will power and self confidence

(Any 2)

1+1 Marks

(v) Even the trivial becomes painful, molehills appear as mountains and mere winds seem like hurricanes

(Any 1)

1 Mark

**(b) VOCABULARY**

**Objective** : To deduce the meanings of unfamiliar lexical items.

**Marking** : 1 mark each (4 marks)

- Answers** :
1. audacious
  2. efficacy
  3. unmitigated disaster/ unmitigated/ disaster
  4. echelons

**Q 2. Note making and Summarizing**

**Total Marks: 8**

**Objective** : To develop the skill of taking down notes

To develop the extracted ideas into a sustained piece of writing.

<b>Marking : Note making</b>	<b>5 marks</b>
<b>Heading</b>	1 mark
<b>Abbreviations / Symbols</b> (with or without key) (minimum four)	1 mark
<b>Content</b> (minimum three sub-headings)	3 marks

**Important instructions:**

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

**Complete sentence should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.**

Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.

**(a) Note making**

**Note: If the student has attempted only the summary or only the notes, due credit should be given.**

**Suggested Notes**

**Title :** Coastal Ecosystem / Coastal Environment/ or any other relevant heading

- I. Salient features / General Facts
  - (i) Constitute national and global resource
  - (ii) Meeting ground of water and land
  - (iii) Exposed to deg. due to natural and human impact
  - (iv) Provide ideal sit. for infra, dev + eco activities
  - (v) 50% of world pop. lives along coastline
- II. Difference between Western and Eastern Coast
  - (i) Eastern coast
    - (a) irregular
    - (b) wider plains
  - (ii) Western coast
    - (a) straight
    - (b) narrow plains

III. Preventive Measures / Recommendations

- (i) Set back lines need to be demarcated based on:
  - (a) Location
  - (b) Specific coastal geometric features
  - (c) Stability of the coastal rock strata
    - (a) erosion rates
    - (b) seaward coastline characteristics
    - (c) wave dynamics
    - (d) vegetation cover

IV. Needs in low lying coastal areas

- (i) Erection of a first line defence from storm surges
- (ii) Input from government agencies
- (iii) Overhauling disaster management schemes

**(b) SUMMARY**

**Objective** : (1) To expand notes (heading and sub-headings) into a summary  
(2) To test ability of expansion.

**Marking** : Content 2 marks  
Expression 1 mark

**Note:** Considering the numerous facts mentioned in the notes about the coastal eco-system, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

**SECTION B (WRITING)**

**25 MARKS**

**Q.3. POSTER – EAT FRESH FOOD**

**TOTAL – 5 MARKS**

**Objective** : To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

**Marking** : **Format** - 1 mark  
(heading, organizer)  
**Content** - 3 marks  
**Expression** - 1 mark  
(Coherence and relevance of ideas and style)



Or

**OPTION – 2**

**LETTER TO THE EDITOR**

**TOTAL -10 MARKS**

**Objectives :** To use an appropriate style to write a formal letter.  
To plan, organize and present ideas coherently

**Marking : Format** 2 marks  
(1. Sender's address 2. date 3. address of the addressee  
4. salutation 5. subject 6. complimentary close 7. sender's  
signature/name )

**Content** 4 marks

**Expression** 4 marks

- Grammatical accuracy,  
appropriate words and spellings 2 marks
- Coherence and relevance of ideas  
and style 2 marks

**Suggested value points**

- alarming sex-ratio – cause for concern
- female foeticide – bane to society
- causes, preventive measures

**Q.5. ARTICLE – CRISIS OF CHILDHOOD**

**TOTAL -10 MARKS**

**Objective :** To write in a style appropriate to the given situation.  
To plan, organize and present ideas coherently.

**Marking : Format** 1 mark  
(heading and writer's name)

**Content** 4 marks

**Expression** 5 marks

- Grammatical accuracy,  
appropriate words and spellings 2½ marks
- Coherence and relevance of ideas  
and style 2½ marks

**Suggested value points**

**Causes:**

- dependence on junk food leading to obesity / diseases
- lack of exercise due to greater affluence
- stressful school life
- working parents
- dependence on electronic goods
- structured leisure activities

**Suggestions**

- individual response or any other relevant points

**Or**

**OPTION - 2**

**SPEECH – SPEECH FOR SLUM DWELLERS**

**TOTAL – 10 MARKS**

**Objective** : To write in a style appropriate to the given situation.  
To plan, organize and present ideas coherently.

**Marking** : **Format** 1 mark  
Introduction of speech and appropriate ending  
**Content** 4 marks  
**Expression** 5 marks

- Grammatical accuracy, appropriate words and spellings 2½ marks
- Coherence and relevance of ideas and style 2½ marks

**Suggested Value Points**

- diseases – caused by mosquitoes
- spread and consequences
- preventive measures
- supportive therapy
- eradication / control / programmes

**SECTION C (GRAMMAR)**

**20 MARKS**

**Q6. REARRANGING**

**TOTAL: 5 MARKS**

**Objectives** : To be able to present ideas in grammatically logical sequence 5 marks

**Marking** : 1 mark for every correct answer

**Answer**

1. Soft centred chocolates contain fondant which is made by mixing sugar with a quarter of its own weight of water.
2. The solution is heated slowly until the sugar dissolves and then the syrup is boiled.
3. Next, the hot sticky clear solution is poured out and left to cool.
4. After it cools the fondant is re heated and an enzyme called invertase is added in
5. Finally the fondant is moulded into fancy shapes.

**Q7. DIALOGUE WRITING****TOTAL-5 MARKS**

**Objectives** : To be able to extend a situation into a meaningful dialogue.

**Marking** : 1 mark each for every correct dialogue provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

**Sample Answers:**

(Any other suitable exchange to be accepted)

1. Aishwarya / Abhishek : Is it possible for birds to find their way home after long journeys?  
Doctor S: Yes they can find it.
2. Aishwarya / Abhishek: How do they manage to do this?  
Doctor S: The extra sensory capabilities of the birds help them to detect changes in the atmospheric pressure, weather and the earth's magnetic field.
3. Aishwarya / Abhishek: How do birds sleep on one leg?  
Doctor S: The body weight of a bird bends its knees, closes its claws and helps it to sleep on one leg.
4. Aishwarya / Abhishek: Do they sleep at night?  
Dr S: Yes, but not nocturnal species.
5. Aishwarya / Abhishek: How do eagles save energy?  
Doctor S: They save energy by gliding

**Q.8. EDITING****TOTAL: 5 MARKS**

**Objectives** : To use grammatical items appropriately

**Marking** : ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However, if only the correct words are given marks are to be awarded.

<u>Incorrect</u>		<u>Correct</u>
a) complete	-	completed
b) pound	-	pounded
c) swing	-	swung
d) stretch	-	stretching / stretched
e) it	-	its / the

- f) finger - fingers
- g) reassuring - reassuringly
- h) come - came
- i) an - a
- j) in - on

**Q9. FRAMING QUESTIONS**

**TOTAL-5 MARKS**

**Objectives** : To understand the context and frame relevant and appropriate questions.

**Marking** : ½ mark each for every accurate question framed

**Note:** No marks to be awarded if there is any inaccuracy. The ten questions should cover at least any of the two areas specified for the interview in the given question.

**Sample questions:**

- a) Who has been your inspiration? /  
Who inspired you to open / start an orphanage?
- b) In the beginning did you find it difficult to run the orphanage?
- c) How is the atmosphere of the orphanage?
- d) From where do you get funds to run the orphanage?
- e) What kind of inmates do you have?  
How many inmates do you have?
- f) Do you take good care of the inmates?
- g) Are visitors allowed?
- h) Does your community support the orphanage?
- i) Is there a school attached to the orphanage?
- j) Is there a road ahead?

**SECTION D: LITERATURE**

**35 MARKS**

**Q10. REFERENCE TO CONTEXT**

**TOTAL-7 MARKS**

**Objective** : To test students' comprehension of poetry- local, global, interpretative, inferential and evaluative

**Marking** : 7 marks

**Answers** :

**OPTION (1) ODE TO AUTUMN**

- a) Ode to Autumn ; John Keats - ½ + ½
- b) that autumn is a season of abundance which everybody knows about - ½ + ½
- c) Autumn - 1
- d) Personification – Autumn as a woman busy in harvesting (winnowing , reaping, etc.) - 1+1
- (e) Cut/reap the harvest/; she's sleeping intoxicated by the fumes of the poppy - 1+1

**OPTION (2)**

- a) Curtain – Helen Spalding - ½ + ½
- b) The lady to herself - 1
- c) traumatic separation known only to the lovers - 1
- d) Because like Hamlet they are isolated / lonely and cannot confide in anyone
- OR
- indecisive like Hamlet unsure whether decision was wise or not - 1
- He is compared to the lovers - 1
- e) To emphasize the separation - 1
- (f) Soliloquy-Speech in which the character speaks to himself / herself or to the audience rather than to another actor in the play. - 1

**Q11. POETRY**

**TOTAL 4×2=8 MARKS**

**Objective** : To test students' comprehension of poetry – local and global

**Marking** : Content : 3 marks

Expression : 1 mark

- a)
- Poem focuses on central theme of mother
  - Mothers – symbolic of universality of mother
  - Comma – emphasizes role of mother among other things
  - Occupying prominent place among his childhood memories
  - Picture of mother created through use of 1<sup>st</sup> person and figures of speech
- b)
- Evokes experience rather than states directly
  - External timeless beauty
  - Subjective interpretation
  - Suggestive and symbolic
  - Wordless, palpable
  - Sensuous appeal
- (Any three points)

c)

- Poet identifies with bird's misery
- Describes its desperation
- Attempts at freedom – agony and pain
- Use of repetition to show empathy
- Yearning of the bird to enjoy beauties of nature
- Prayer to God to put an end to misery
- Further emphasized by the parallel drawn to the anguish suffering, exploitation faced by the poet and his family as members of the black community

(Any three points)

**Q12. PLAY**

**TOTAL-5 MARKS**

**Objectives :** To test the students' ability to comprehend plays, understand character etc.

**Marking :** Content: 3 marks  
Expression: 2 marks

**OPTION (1) ALEXANDER**

- a. An Adventure story ; Terence Rattigan - ½ + ½
- b. Alexander to Ptolemy - ½ + ½
- c. Alexander to his successor - 1
- d. Whether he should name his successor - 1
- e. Did not consider the title glorious - ½  
Did not want anyone else to suffer his fate - ½

**OR**

**OPTION (2)**

- First wish for 200 pounds
- Second wish for Herbert to come alive
- Third wish to let Herbert's spirit rest in peace

Result

- First wish, got money but lost son
- Second spirit appeared but were scared to face it
- With the third wish spirit goes back, knocking stops couple left shattered and heart broken

**Q13. FICTION**

**TOTAL 4×2=8 MARKS**

**Objective** : To test student's ability to comprehend, interpret and evaluate prose texts

**Marking** : Content: 3 marks  
Expression: 1 mark

a)

- "True education is that which remains if one has forgotten everything he learnt in school"
- Aim of education – production of harmonious individuals capable of thinking / working individual
- To create truly successful beings giving more to society than receiving
- Creating individuals motivated by love of learning
- Using practical methods of education
- Giving more importance to holistic education than specialized knowledge
- Teachers should be worthy of respect due to intellectual ability
- Freedom to choose curriculum
- School - means of transferring culture and values

Any three points from above

(Any other relevant answers)

b)

- helped to delay debut (Jacques Roux's first performance on stage)
- helped to overcome stage fright
- got paid for allowing Robichon to perform in his place
- got free advertisement/ publicity

(Any Three) - 1½

Robichon – got a chance to prove his versatility / in a serious role / in front of an audience - 1½

c)

- Mosquitoes – unscrupulous, attacks without provocation, causes diseases
- Bees/ wasps – noble creatures
- Sting only when provoked
- Help in pollination
- Give honey

**Q14. LONG ANSWERS — FICTION**

**TOTAL 7 MARKS**

**Objectives :** To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking :** Content 4 marks  
Expression 3 marks

**OPTION (1) GRIEF**

**Note:** Marks should be awarded for students' creativity

**Suggested Value Points:**

Yes, appropriate

- Deals with grief of cab driver
- Loss of son
- No one to listen / share grief with
- Experiences with fares
- Final unburdening to horse

Title –Individual answers (any suitable title) to be accepted

**OPTION (2)**

**Suggested Value Points:**

- Ashoka mighty ruler / second only to Buddha
- Large empire / collapsed after his death
- After Kalinga transformed from autocratic ruler to kind caring protective ruler / brought peace, prosperity
- Man with missionary zeal
- Led by example
- Implemented dharma / law of piety

(Any four of the above)