



Competency Based Practice Questions

English - XII

Co-created by
Board of School Education Haryana
and
Educational Initiatives

HOW TO USE THIS BOOKLET

Dear Teachers and Students,

The **Board of School Education Haryana** is pleased to present the **Competency-Based Practice Questions** booklet. This resource has been thoughtfully designed to help you deepen your understanding of key concepts and enhance your problem-solving skills. It includes **50 exemplar questions** carefully aligned with the curriculum to familiarize students with the format of **Competency-Based Questions**. These questions are intended to support targeted practice and develop the skills necessary to confidently approach a variety of question types in assessments.

Best Ways for Teachers to Utilise This Resource

1. Integrate into Classroom Teaching

- Use these questions to demonstrate how theoretical concepts translate into practical applications.
- Encourage group discussions to explore reasoning and understanding of concepts taught.

2. Scaffold Student Learning

- Start with simpler questions and guide students through the thought process.
- Gradually introduce more complex questions to build confidence and familiarity.

3. Incorporate into Assessments

- Use these questions in classroom quizzes or homework to help students adapt to the format.
- Provide feedback that emphasises reasoning over correctness, encouraging students to refine their understanding.

4. Focus on Skill Development

- Highlight how these questions nurture understanding, analysis and critical thinking.
- Use student responses to identify and address misconceptions effectively.

Best Ways for Students and Parents to Utilise This Resource

1. Focus on Conceptual Understanding

- Approach each question as a way to understand *why* and *how* a concept works, rather than simply finding the correct answer.

2. Practice Purposefully

- Don't rush—break down the question, identify the concept it addresses, and plan your approach before solving it.

3. Use Feedback to Improve

- Treat mistakes as learning opportunities. Review incorrect answers to understand *what went wrong* and *how to improve*.
- Revisit similar questions to build confidence and mastery over the topic.

Best Ways for Parents to Utilise This Resource

1. Encourage Critical Thinking

- Spend time discussing questions and concepts, asking “Why?” and “How?”.

2. Create a Positive Environment

- Celebrate effort and curiosity, not just grades.
- Help your child view mistakes as opportunities to learn and grow.

3. Collaborate with Teachers

- Stay informed about competency-based assessments through school communications.
- Share observations and work with teachers to address any concerns or challenges.

Final Message

These practice questions are an excellent opportunity to strengthen your conceptual understanding and boost your confidence in solving competency-based questions. For students, each question builds skills that will help you tackle similar challenges with ease. For teachers, this is a chance to mentor students in developing their thinking and problem-solving skills.

Start today—every effort you invest will prepare you not only for exams but for a lifetime of meaningful learning and success. Let’s make this journey toward competency-based education a meaningful and successful one!

Board of School Education, Haryana

Contents

How to use this Booklet	2
Reading Comprehension	5
Marking Scheme	7
Grammar	12
Marking Scheme	13
Writing	16
Marking Scheme	17
Literature	22
Marking Scheme	26

English | Class XII

Reading Comprehension

Q. No.	Question	Marks
	Read the passage given below and answer the questions that follow.	
	<p>My Relationship with Social Media</p> <p>I use Facebook multiple times a day, so much so that I've lost track of the exact number. Social media has become a fundamental part of my life. And yet, a study from the University of Michigan found that as its 82 participants increased their Facebook use over two weeks, their happiness and sense of well-being declined. Similarly, in a study by <i>Anxiety UK</i>*, the majority of participants said that social media use was an overall negative experience. (1)</p> <p>“Many people on social media sites show their lives as being perfect, which leaves viewers with negative emotions,” says Shannon M. Rauch, a professor at Benedictine University. “Though I'm happy for my friends' milestones, like new jobs or marriages, I sometimes feel resentful because their perfect lives make my life seem inadequate and ordinary.” (2)</p> <p>Despite these negative effects, more and more people are using social media. Why? The answer is simple: it makes them feel good. For teenagers, social media helps them relate to others without the discomfort of <i>social anxiety</i>*, allowing them to express themselves without fear of judgment. Many young people turn to social media to connect, form bonds, and find a sense of belonging, rather than simply seeking praise. (3)</p> <p>On a personal level, social media has helped me improve my relationships by allowing me to maintain connections with old friends and meet new people. Furthermore, it has expanded my community to include people I only knew through profile pictures, helping me discover events—such as parties and protests—that I might not have found otherwise. (4)</p> <p>Some people have fully embraced online communities, using social media for everything—from seeking help with relocation to finding support for personal struggles. While it doesn't replace face-to-face relationships, it does enable deeper connections with a broader group of people. (5)</p> <p>This technology is not going away, and like any tool, it has both pros and cons. How it affects us depends on how we use it. Our responsibility is to cultivate a healthy relationship with social media, understanding its social aspects while balancing digital and offline ways of experiencing the world. (6)</p> <p>- <i>Miles Schneiderman</i></p> <p><u>Glossary:</u></p> <p>*<i>Anxiety UK</i> - a UK-based charity that provides information, support, and services for people with anxiety and anxiety disorders</p> <p>*<i>social anxiety</i> - the nervous feeling or discomfort one experiences in social situations</p>	

	or around people	
1	<p>Which of these can we conclude about social media from the passage?</p> <p>(A) It has both positive and negative effects. (B) It is a temporary trend that will fade away. (C) It is misused by teenagers to become popular. (D) It is harmful and should be avoided completely.</p> <p>[Skill: Understanding]</p>	1
2	<p>According to the passage, why do teenagers use social media?</p> <p>(A) It makes them feel superior to others. (B) It helps them express themselves freely. (C) It helps them get the approval of strangers. (D) It makes them more informed about social issues.</p> <p>[Skill: Mechanical]</p>	1
3	<p>Tina often feels insecure when she reads about her friends' achievements on social media. Based on the passage, what advice would you give her? Answer in a sentence.</p> <p>[Skill: Understanding]</p>	1
4	<p>Based on the passage, state one advantage and one disadvantage of social media. Answer in 20–30 words.</p> <p>[Skill: Understanding]</p>	2
5	<p>Sahil's friend Subho has recently moved to a different city, away from him. Both of them are trying to stay friends. How can social media help them? On the other hand, how would the negative effects of social media affect them? Answer in 100–120 words.</p> <p>[Skill: Application]</p>	5
	Read the passage given below and answer the questions that follow.	
	<p>Ramanujan and Hardy: A Partnership of Pure Genius</p> <p>Throughout the history of mathematics, there has been no one quite like Srinivasa Ramanujan. He has produced an astonishing body of novel work that no other mathematician had done. Ramanujan boldly tackled many complex problems, especially in number theory, but he did not do it alone. Godfrey Harold Hardy's role in Ramanujan's life is often overlooked. The Cambridge mathematician helped guide Ramanujan's raw creativity, shaping it to fit within the existing knowledge of mathematics. (1)</p> <p>In 1903, Ramanujan passed the entrance exam for the University of Madras. All this time, he remained obsessed with mathematics and kept working on complex concepts like divergent series and elliptic integrals. By 1911, he was eager to gain the respect and attention of English mathematicians. In early 1913, at the age of 25, he sent a letter to Hardy at Cambridge, sharing a long list of his discoveries. Hardy, already one of the leading mathematicians in England, was not the first person Ramanujan had contacted. The first two mathematicians had dismissed his work as nonsense. (2)</p>	

	<p>After reading Ramanujan's letter, Hardy mentioned Ramanujan's ideas to his colleague J.E. Littlewood. Some of Ramanujan's ideas were familiar, others could be proven, but many were so unusual that they couldn't figure them out. They quickly realised that Ramanujan was a genius, though he lacked the formal training of a professional mathematician. (3)</p> <p>Hardy invited Ramanujan to Cambridge. Ramanujan's mother strongly opposed the idea of him crossing the ocean to travel to England. Eventually, Ramanujan's mother permitted him to go and Hardy arranged for him to receive a scholarship from the University of Madras. Ramanujan finally arrived in Cambridge in April 1914. (4)</p> <p>Hardy did not want to limit Ramanujan's fearless creativity by imposing the rules of formal mathematics. He later said that it would have been impossible to ask Ramanujan to start learning mathematics from the beginning, but there were still important things he needed to understand. Despite his achievements, Hardy admitted that he had learned far more from Ramanujan than Ramanujan had learned from him. (5)</p> <p>Ramanujan died of tuberculosis at the young age of 32 on 26 April 1920. He benefitted from his <i>fellowship</i>* at the Royal Society and Trinity College for a short time. Hardy and Ramanujan formed a legendary partnership, writing an astounding 100 joint papers, including the famous 'Asymptotic Formulae in Combinatory Analysis'.</p> <p><u>Glossary:</u></p> <p><i>*fellowship</i> - an amount of money that is given to someone, especially a postgraduate, to allow them to study a subject at an advanced level</p>	
6	<p>Based on the passage 'Ramanujan and Hardy: A Partnership of Pure Genius', make concise and organised notes. Use appropriate headings and subheadings, and ensure the use of bullet points and recognisable abbreviations (a minimum of four) where necessary. Also, supply an appropriate title to it.</p> <p>[Skill: Understanding]</p>	2
7	<p>Write a summary of the passage 'Ramanujan and Hardy: A Partnership of Pure Genius' in about 80 words, including a suitable heading. Focus on the main ideas and describe how the collaboration between Ramanujan and Hardy impacted the field of mathematics.</p> <p>[Skill: Understanding]</p>	5

Marking Scheme

Q. No.	Rubric	Marks
1	<p>Correct Answer: A</p> <p>The author acknowledges both the benefits and drawbacks of social media. While they mention studies linking social media use to negative emotions and feelings of inadequacy, they also highlight the positive aspects, such as connecting with others, expressing oneself, and expanding one's community. The author concludes by suggesting that the key to social media's impact is how it is used, urging a balanced and responsible approach. Hence, this is the correct answer.</p>	1

	B: Students selecting this option may not have read the passage carefully. The passage does not suggest that social media is temporary. In fact, the author states that this technology 'is not going away', emphasising its permanence and the need for a healthy relationship with it.	
	C: Students selecting this option may not have read the passage carefully and relied on prior knowledge instead. According to the passage, teenagers use social media to express themselves and form connections, not to just become popular.	
	D: Students selecting this option may have overgeneralised the mention of negative effects in the passage, such as the studies showing a decline in happiness and the negative emotions stemming from social comparison. While the author does highlight the potential harms of social media, they also acknowledge its positive aspects, such as helping people connect and form relationships.	
2	Correct Answer: B The passage explains how social media helps teenagers express themselves without fear of judgment and connect with others. Hence, this is the correct answer.	1
	A: Students selecting this option may not have read the passage carefully and relied on prior knowledge instead.	
	C: Students selecting this option may not have read the passage carefully and relied on prior knowledge instead.	
	D: Students selecting this option may have overgeneralised the mention of social media helping the author discover events like protests to assume that teenagers also use social media to become more informed about social issues.	
3	Evaluation Criteria: <u>Content</u> ◆ Gives advice to Tina (explain to Tina that people often post about their achievements and milestones, which can make it seem like others have perfect lives/remind her that these posts are selective and do not show the full picture of people's struggles or everyday challenges/any other reference to information given in paragraph 2) <i>Accept any other valid response supported by the text.</i>	1
	Sample Answer: Based on the passage, I would advise Tina to remember that social media often shows only the 'perfect' sides of people's lives and not the full picture of their everyday challenges.	
4	Evaluation Criteria: <u>Content</u> ◆ States one advantage of social media [0.50 marks] (connecting with old friends/help during relocation/meeting new people/discovering new events) <i>Accept any other valid response supported by the text.</i> ◆ States one disadvantage of social media [0.50 marks]	1

	(feeling of self-doubt/insecurity/inferiority/inadequacy/jealousy/envy) <i>Accept any other valid response supported by the text.</i>	
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>Social media helps people connect and find a sense of belonging. However, it can also lead to feelings of insecurity when people compare their lives to the ‘perfect’ ones they see online.</p>	
5	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains how social media could help them [1.50 marks] <p>(social media would allow Sahil and Subho to stay in touch regularly, despite the physical distance, through messages, video calls, and social updates/through social media, Sahil and Subho can explore and discuss mutual interests, strengthening their connection/they could join interest-based groups or events online, which allows them to bond over shared hobbies or causes)</p> <p><i>Accept any other valid response supported by the text.</i></p> <ul style="list-style-type: none"> ◆ Explains how the negative effects of social media might affect them [1.50 marks] <p>(seeing curated 'perfect lives' on social media may lead to jealousy or feelings of inadequacy, causing tension in the friendship/if one friend posts about a big achievement or personal milestone, the other might feel resentful or inadequate, especially if they are facing challenges in their own life)</p> <p><i>Accept any other valid response supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p>	1

	<i>Award 0 marks if there are more than four minor errors or more than two major errors.</i>	
	<p>Sample Answer:</p> <p>Social media can help Sahil and Subho stay connected while they live apart. They can share updates, send messages, and video chat, making it easier to stay friends. They can also discover events or activities to enjoy together online, which can strengthen their friendship. However, social media also have negative effects. Seeing each other's perfect lives on social media may lead to feelings of jealousy or insecurity, causing tension between them. If one of them feels like the other is living a 'better' life, it could make them feel distant from each other and would make it difficult for them to remain friends.</p>	
6	<p>Evaluation Criteria:</p> <p><u>Title</u></p> <p>◆ Writes an appropriate title that summarises the main idea of the passage</p> <p>(Ramanujan and Hardy: Mathematics Beyond Boundaries/Hardy and Ramanujan: A Meeting of Minds/Ramanujan and Hardy: Two Minds, One Mission)</p> <p><i>Accept any other title that is relevant to the passage.</i></p>	1
	<p><u>Abbreviations</u></p> <p>◆ Uses at least 4 abbreviations consistently throughout the notes</p> <p>(TB-Tuberculosis);</p> <p>(U.K.-United Kingdom);</p> <p>(maths-mathematics);</p> <p>(G.H. Hardy-Godfrey Harold Hardy);</p> <p>(imp- important);</p> <p>(Cam-Cambridge)</p> <p><i>Accept any other recognisable abbreviations supported by the passage.</i></p>	1
	<p><u>Content</u></p> <p>◆ Presents a summary that is shorter and uses fewer words than the original passage [0.50 marks]</p> <p>◆ Captures the main idea through the themes, sub-themes, and corresponding points clearly [1.50 marks]</p> <p>◆ Paraphrases ideas from the passage in own words [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i> <i>Award half of the allotted marks for each criteria that needs improvement.</i> <i>Award 0 marks for each criteria that does not meet the stated expectations</i></p>	3
	Sample Answer:	

	<p>Title: Hardy and Ramanujan: A Meeting of Minds</p> <p>(1) Ramanujan's Early Life</p> <p>1.1 Passed the University of Madras entrance exam, 1903</p> <p>1.2 Remained obsessed with complex mathematical concepts; no formal training</p> <p>1.3 In 1913, aged 25, he sent G.H. Hardy a letter of his discoveries.</p> <p>(2) Hardy's Recognition and Support</p> <p>2.1 Hardy found Ramanujan's work unusual but intriguing; sharing it with J.E. Littlewood.</p> <p>2.2 Recognised Ramanujan's genius, despite his lack of formal training</p> <p>2.3 Invited Ramanujan to Cam, where their collaboration began</p> <p>(3) Ramanujan's Journey to Cambridge</p> <p>3.1 His mother initially opposed his travel to U.K.</p> <p>3.2 Ramanujan received a scholarship from the University of Madras because of Hardy.</p> <p>3.3 Arrived in Cam in April 1914, beginning their partnership.</p> <p>(4) The Nature of Their Collaboration</p> <p>4.1 Hardy valued Ramanujan's creative approach; did not impose rigid rules on his work.</p> <p>4.2 They co-authored 100 papers, making imp contributions to number theory.</p> <p>4.3 Hardy acknowledged: he learnt more from Ramanujan than Ramanujan learned from him.</p> <p>(5) Ramanujan's Death and Legacy</p> <p>5.1 He died from TB, aged 32.</p> <p>5.2 Despite his early death, his work continues to influence maths today.</p> <p>5.3 The partnership is remembered as one of the most legendary in mathematical history.</p>	
7	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Paraphrases the relevant information and avoids using direct sentences from the passage [0.50 marks] ◆ Adheres to the word count requirement and provides a suitable title to the summary [0.50 marks] 	

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
	<p>Sample Answer:</p> <p>A Partnership of Mathematical Genius</p> <p>Srinivasa Ramanujan, a self-taught Indian mathematician, made groundbreaking contributions to number theory but lacked formal training. In 1913, he sent a letter to G.H. Hardy, a renowned Cambridge mathematician, sharing his discoveries. Recognising Ramanujan’s genius, Hardy invited him to Cambridge, where their partnership flourished. Hardy mentored Ramanujan, shaping his raw ideas into formal mathematical work. Their collaboration resulted in over 100 joint papers, significantly advancing mathematical knowledge. Despite Ramanujan’s early death, his work remains influential.</p>	

Grammar

Q. No.	Question	Marks
8	<p>Choose the correct option to complete the sentence meaningfully.</p> <p><i>By the time Aayushi wakes up, her brother _____ (leave) for work.</i></p> <p>(A) leaves (B) had left (C) will have left (D) will have been leaving</p> <p>[Skill: Understanding]</p>	1
9	<p>Fill in the blank with the correct form of the verb given in brackets.</p> <p><i>She was upset because she _____ (look) for her lost wallet all morning and still hadn't found it.</i></p> <p>[Skill: Application]</p>	1
10	<p>Which option correctly reports the following sentence?</p> <p><i>Monica said, 'I'm doing my maths homework now.'</i></p> <p>(A) Monica said that I was doing my maths homework then. (B) Monica said that she is doing her maths homework now. (C) Monica said that she was doing her maths homework now. (D) Monica said that she was doing her maths homework then.</p>	1

	[Skill: Understanding]	
11	<p>Rewrite the following sentence by converting it into indirect speech.</p> <p><i>Ria asked her brother, 'Will you go to the store with me tomorrow or should I go alone?'</i></p> <p>[Skill: Application]</p>	1
12	<p>Choose the sentence in which 'the' is used correctly.</p> <p>(A) I need to find the job in marketing. (B) She is reading the book you lent her. (C) Shubho is going to the Italy for vacation. (D) I have the good idea for my presentation.</p> <p>[Skill: Understanding]</p>	1
13	<p>Which of these options correctly rewrites the following sentence in passive voice?</p> <p><i>By the time we arrived, they had finished the project.</i></p> <p>(A) They had finished the project by the time we arrived. (B) The project had been finished by the time we arrived. (C) The project has been finished by the time we arrived. (D) They were finishing the project by the time we arrived.</p> <p>[Skill: Understanding]</p>	1
14	<p>Rewrite the following sentence after changing its voice.</p> <p><i>The owner called his cat for dinner.</i></p> <p>[Skill: Application]</p>	1
15	<p>Read the following conversation and choose the correct option to complete the sentence meaningfully.</p> <p><i>Niharika: I really want to go for a walk today. It is such a beautiful day!</i> <i>Afzal: I agree, but the weather forecast says it might rain in the afternoon.</i> <i>Niharika: Okay, but the weather is nice right now. Do you think we _____ wait, or just go now and risk getting caught in the rain later?</i></p> <p>(A) must (B) might (C) would (D) should</p> <p>[Skill: Understanding]</p>	1

Marking Scheme

Q. No.	Rubric	Marks
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8	<p>Correct Answer: C The future perfect tense is used to describe an action that will be completed before a particular time in the future. In this sentence, the action of 'leaving for work' will be completed before Aayushi wakes up. Hence, this is the correct answer.</p>	1
	A: Students selecting this option may have thought that the action of leaving for work happens regularly or is a habitual event. However, the sentence is talking about a specific event in the future, not a regular occurrence.	
	B: Students selecting this option may have a limited knowledge of tenses.	
	D: Students selecting this option may not have been aware of the correct form of the future tense to be used.	
9	<p>Evaluation Criteria: <u>Content</u> ◆ Applies the past perfect tense or past perfect continuous tense in context (had been looking/had looked)</p>	1
	<p>Sample Answer: had been looking</p>	
10	<p>Correct Answer: D This option correctly converts direct speech to reported speech by changing pronouns from 'I' to 'she,' adjusting the verb tense from 'is' to 'was,' and altering the time reference from 'now' to 'then.' These changes ensure the sentence maintains its original meaning while adhering to grammatical rules. Hence, this is the correct answer.</p>	1
	A: Students selecting this option may have failed to convert the pronouns correctly. They should have changed 'I' to 'she' and 'my' to 'her' to maintain consistency in the indirect speech.	
	B: Students selecting this option may have failed to change the tense correctly. The present continuous ('is doing') should be changed to the past continuous ('was doing') when reporting something in the past. They may have also failed to change the time reference from 'now' to 'then'.	
	C: Students selecting this option may have failed to change the time reference from 'now' to 'then'.	
11	<p>Evaluation Criteria: <u>Content</u> ◆ Changes the given sentence into indirect speech (Ria asked her brother whether he would go to the store with her the next day or if she should go alone/Ria asked her brother if he would go to the store with her the next day or if she should go alone)</p>	1
	<p>Sample Answer: Ria asked her brother whether he would go to the store with her the next day or if she should go alone.</p>	
12	<p>Correct Answer: B The definite article 'the' is used to refer to something specific that both the speaker and</p>	1

	the listener are aware of. In this case, the sentence is talking about a particular book that both the speaker and the listener have knowledge of. Hence, this is the correct answer.	
	A: Students selecting this option may have thought that 'the' is needed before 'job' because they think that the speaker is referring to a specific job. However, in this context, the speaker is talking about finding any job within the marketing field, not a specific one that has already been identified.	
	C: Students selecting this option may have used 'the' before Italy because they think it should be used with all country names. However, 'the' is used only with countries that have plural nouns in their names (e.g., the United States, the Netherlands, the Philippines). In this case, Italy is a singular country name, and we do not use 'the' before the names of countries that are singular.	
	D: Students selecting this option may have thought that 'the' is needed before 'good idea' because they believe it refers to a specific idea. However, when you introduce an idea for the first time or are referring to a general or unspecified idea, the indefinite article 'a' should be used instead of 'the'.	
13	Correct Answer: B This option shifts the focus to the action (the project) rather than the doer. It correctly uses the past perfect passive tense ('had been finished'), indicating that the action of finishing the project was completed before the specified time (the time of arrival). Hence, this is the correct answer.	1
	A: Students selecting this option may have misunderstood how to use the passive voice correctly, where the emphasis should be on the action or the recipient rather than the doer. They may have simply matched the tense of the original sentence, as both the option and the original sentence are in the past perfect tense.	
	C: Students selecting this option may have been confused about when to use 'has been' versus 'had been'. They may have assumed that the completion of the project was still relevant to the present, leading them to use the present perfect tense instead.	
	D: Students selecting this option may have focused on the doer rather than highlighting the project itself. This shows a lack of understanding of how to properly use passive voice, where the focus should be on the action or the recipient rather than the doer. They may have also assumed that at the time of arrival, the project's completion was in progress rather than already finished.	
14	Evaluation Criteria: <u>Content</u> ◆ Rewrites the given sentence in passive voice (The cat was called by his owner for dinner.)	1
	Sample Answer: The cat was called by his owner for dinner.	
15	Correct Answer: D 'Should' is most commonly used to talk about what is the ideal or best thing to do in a situation. We often use should to give advice and make suggestions. In the context of the question, Niharika is considering two options: waiting for a while or going for a walk right away, even though there is a possibility of rain later. She is asking for guidance on whether they should wait or take the risk of going now. Hence, this is the correct answer.	1

	A: Students selecting this option may have thought that Niharika was asking for a strong recommendation with a sense of obligation. However, in this context, Niharika is not asking if they must do something, but rather what would be the best course of action or what Afzal thinks they should do.	
	B: Students selecting this option may have thought that Niharika was expressing uncertainty about what to do, using 'might' to suggest a possible action. However, in this context, she is asking what would be the better or more sensible thing to do, not about the possibility of waiting.	
	C: Students selecting this option may have thought that Niharika was asking Afzal about what would be a better choice in a hypothetical situation. 'Would' is often used in conditional statements, to express a future possibility or willingness. In this context, Niharika is asking for advice on what they should do now, based on the current weather situation.	

Writing

Q. No.	Question	Marks
16	You are Sridhar, the head boy of Bhavan Vidyalaya School. Your school is organising a career counselling workshop on 10 January 2025 for students in classes 11 and 12. Draft a notice in about 50 words inviting students to participate by submitting their names to their class teachers. The deadline for registration is 30 December 2024. <i>[Skill: Application]</i>	5
17	Silk and Satin Boutique in Rewari, Haryana is looking to hire a designer with a degree in fashion design and a minimum of 3 years of experience in designing clothes. Draft an advertisement in about 50 words to be published in 'The Hindu'. <i>[Skill: Application]</i>	5
18	Design an informative poster on the dangers of smoking in 50 words. Highlight the health risks caused by smoking and encourage people to quit smoking. <i>[Skill: Application]</i>	5
19	Based on the inputs given below, write an article in 120–150 words on 'The Importance of Financial Literacy for Students'. <i>understanding budgeting and saving — learning the difference between needs and wants — exploring part-time job opportunities</i> <i>[Skill: Application]</i>	5
20	You are Sanya, a student reporter for your school newspaper in Panchkula, Haryana. You visited the Sukhna Lake in Chandigarh to participate in a group cleanliness drive on 18 November 2024. Write a newspaper report in 150–200 words informing your readers about the purpose of the drive, the activities involved, and the outcomes achieved. <i>[Skill: Application]</i>	5
21	You are Udita, a resident of Karnal, Haryana. The air quality in your area has become poor recently, resulting in health issues among the people. Write a letter in 120–150 words to the editor of <i>Times of India</i> , highlighting your concerns about the situation. In your letter, mention what citizens can do to improve air quality.	5

	[Skill: Application]	
22	<p>You are Jyoti. You saw the given advertisement in the newspaper and would like to apply for the position advertised.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">TechNova Solutions</p> <p>Required - Software Developer</p> <p>Tech-Smart and Innovative Problem Solver</p> <p>Preferred Skills and Qualifications:</p> <ul style="list-style-type: none"> • Bachelor's degree in Computer Science or a related field • Skilled in programming languages (Java, Python, C++) • Strong problem-solving skills • Experience in software development (1+ years preferred) <p>Apply within 15 days to the HR Manager at TechNova Solutions, Pratap Nagar, Sonipat.</p> </div> <p>Write a letter to the HR Manager of TechNova Solutions along with your biodata, in 120–150 words, applying for the advertised position.</p> <p>[Skill: Application]</p>	5

Marking Scheme

Q. No.	Rubric	Marks
16	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Answers the questions 'what', 'who', 'why', 'where', and 'when' for the information required in the notice [1 mark] ◆ Uses vocabulary that is relevant to the context [0.50 marks] ◆ Adheres to the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the aspects of a notice (topic 'notice', name of organisation, heading, name of issuing authority, date of issue, body with relevant details, signature, and designation) [1 mark] ◆ Follows the layout of a notice (text in a box, subject and heading centre-aligned, date of issue left-aligned, signature and designation bottom left-aligned) [1 mark] <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	2

	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
17	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ Answers the questions 'what', 'who', 'why', 'when', and 'where' for the information required in the advertisement [1 mark]</p> <p>◆ Includes a catchy phrase, rich adjectives, or interesting details to make the advertisement appealing to readers [1 mark]</p> <p>◆ Uses vocabulary that is relevant to the context [0.50 marks]</p> <p>◆ Adheres to the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Follows the correct format for an advertisement (box, heading in upper case at the top, body, contact details)</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
18	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ Answers the questions 'what' and 'why' for the information required in the poster [1 mark]</p> <p>◆ Displays creativity by including graphical information and a catchy slogan to capture the reader's attention [1 mark]</p> <p>◆ Uses vocabulary that is relevant to the context [0.50 marks]</p> <p>◆ Adheres to the word count requirement [0.50 marks]</p>	3

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of a poster (title, message, issuing authority details) [0.50 marks] ◆ Uses a visually engaging layout with proper spacing and text alignment [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors. Award half of the allotted marks if there is one major error. Award 0 marks if there is more than one major error.</i></p>	1
19	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with accurate details and arguments [1 mark] ◆ Uses vocabulary that is relevant to the context [0.50 marks] ◆ Fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [0.50 marks] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics 	1

	<p><i>Award the full allotted marks if there are one to three minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are four to six minor errors or two to three major errors.</i></p> <p><i>Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	
20	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 mark] ◆ Uses a formal tone and vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, byline, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	1
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are one to three minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are four to six minor errors or two to three major errors.</i></p> <p><i>Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1
21	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] 	2

	<ul style="list-style-type: none"> ◆ Uses a formal tone and vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (sender's address, date, receiver's address, subject, opening salutation, body, and closing salutation) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	2
	<p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are one to three minor errors or one major error. Award half of the allotted marks if there are four to six minor errors or two to three major errors. Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1
22	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Covers all the points as stated in the prompt [0.50 marks] ◆ Uses a formal tone and vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectations</i></p>	2
	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (sender's address, date, receiver's address, subject, opening salutation, body, and closing salutation) [0.50 marks] 	2

	<p>◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks]</p> <p>◆ Includes all components of biodata (name, father's name, mother's name, date of birth, address, nationality, category, sex, marital status, educational qualifications, experience, languages known, references, date, and place) [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations. Award half of the allotted marks for each criteria that needs improvement. Award 0 marks for each criteria that does not meet the stated expectation</i></p>	
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are one to three minor errors or one major error. Award half of the allotted marks if there are four to six minor errors or two to three major errors. Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1

Literature

Q. No.	Question	Marks
	<p>Read the extract given below from ‘The Last Lesson’ and answer the questions that follow.</p> <p>My last French lesson! Why, I hardly knew how to write! I should never learn any more! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds’ eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn’t give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.</p> <p>Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more.</p>	
23	<p>Why was M. Hamel wearing his fine Sunday clothes?</p> <p>(A) because there was a school inspection (B) because he was teaching for the final time (C) because he was trying to hide his sadness (D) because the villagers had organised a farewell</p> <p><i>[Skill: Mechanical]</i></p>	1
24	<p>What does the phrase ‘old friends now that I couldn’t give up’ refer to?</p> <p>(A) the narrator’s hobbies</p>	1

	<p>(B) the narrator’s classmates and family (C) the village’s traditional customs and practices (D) the books the narrator had once considered a burden</p> <p>[Skill: Understanding]</p>	
25	<p>Based on the extract, how does the narrator feel about M. Hamel?</p> <p>[Skill: Understanding]</p>	1
	<p>Read the extract given below from ‘Aunt Jennifer’s Tigers’ and answer the questions that follow.</p> <p>Aunt Jennifer’s tigers prance across a screen, Bright topaz denizens of a world of green. They do not fear the men beneath the tree; They pace in sleek chivalric certainty.</p> <p>Aunt Jennifer’s fingers fluttering through her wool Find even the ivory needle hard to pull. The massive weight of Uncle’s wedding band Sits heavily upon Aunt Jennifer’s hand.</p>	
26	<p>Why does the poet use the word 'massive' to describe Uncle’s wedding band?</p> <p>(A) to highlight how big Aunt Jennifer's ring is (B) to show that Aunt Jennifer's ring physically hurts her (C) to show how oppressed and burdened Aunt Jennifer is (D) to highlight how protected and safe Aunt Jennifer is</p> <p>[Skill: Understanding]</p>	1
27	<p>Based on the extract, how does Aunt Jennifer feel?</p> <p>(A) peaceful (B) empowered (C) jealous and insecure (D) trapped and burdened</p> <p>[Skill: Understanding]</p>	1
28	<p><i>Aunt Jennifer's needlework helps her escape reality.</i></p> <p>Briefly support the above statement with a reason.</p> <p>[Skill: Application]</p>	1
29	<p><i>“It takes longer to build a school,” I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his <u>bleak</u> world.</i></p> <p>What does the word ‘<u>bleak</u>’ mean in the above sentence from ‘Lost Spring’?</p> <p>(A) quiet (B) unfair (C) needy (D) hopeless</p>	1

	[Skill: Understanding]	
30	Why have the young men of Firozabad given up the fight against the system? In 20–30 words, state a reason from 'Lost Spring'. [Skill: Mechanical]	2
31	Which advice would the poet of 'A Thing of Beauty' give to a person who is feeling sad? (A) Spend time in nature as it nourishes the soul. (B) Accept your sorrow because it is a part of life. (C) Spend time trying to find a solution to your problem. (D) Appreciate the time that you spend with your loved ones. [Skill: Application]	1
32	In the following lines from 'A Thing of Beauty', what does 'the pall' mean? How does beauty give us relief from it? <i>Of noble natures, of the gloomy days, Of all the unhealthy and o'er-darkened ways Made for our searching: yes, in spite of all, Some shape of beauty moves away the pall</i> [Skill: Understanding]	2
33	Based on the story 'The Tiger King', how does the Maharaja behave towards his subjects as he hunts more tigers? Answer in 20–30 words. [Skill: Mechanical]	2
34	In 20–30 words, state why the interview is viewed as a powerful tool for communication. Answer with reference to 'The Interview'. [Skill: Mechanical]	2
35	In 'The Interview,' Umberto Eco came up with the concept of 'interstices'. What does this tell us about his personality? Answer in 20–30 words. [Skill: Application]	2
36	In 'Poets and Pancakes', what was Subbu's role at Gemini Studios? Why did the office boy in the make-up department dislike him? Answer in 40–50 words. [Skill: Mechanical]	3
37	Which of these best describes the relationship between Sadao and Hana? (A) distant (B) difficult (C) supportive (D) complicated [Skill: Understanding]	1
38	In 'The Enemy', how did the servants react when Hana first asked them to help the American soldier? Why did they react this way? Answer in 40–50 words. [Skill: Understanding]	3

39	<p><i>While greedy good-doers, beneficent beasts of prey, Swarm over their lives enforcing benefits</i></p> <p>Who are the 'greedy good-doers' in the above lines from 'A Roadside Stand'? How do they affect the lives of the rural people? Answer in 40–50 words.</p> <p>[Skill: Understanding]</p>	3
40	<p>Why did the narrator of 'Deep Water' repeatedly swim alone after his lessons? What does this tell us about his character? Answer in 40–50 words.</p> <p>[Skill: Application]</p>	3
41	<p><i>Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many <u>little animals driven by a herder</u>.</i></p> <p>What does the phrase 'little animals driven by a herder' mean in the above lines from 'Memories of Childhood: The Cutting of My Long Hair'? How would Zitkala-Sa have felt in this moment? Answer in 100–120 words.</p> <p>[Skill: Application]</p>	5
42	<p>How does Mr. Lamb change Derry's view of himself and the world around him? Answer in 100–120 words with reference to 'On the Face of It'.</p> <p>[Skill: Understanding]</p>	5
43	<p><i>So study with care, learn all you can. If you are always ahead in your lessons, people will come to you of their own accord and attach themselves to you.</i></p> <p>In 'Memories of Childhood: We Too Are Human Beings', the narrator's brother makes the above statement about how education can help them fight caste discrimination. Elaborate in 40–50 words.</p> <p>[Skill: Application]</p>	3
44	<p>What does the speaker of 'Keeping Quiet' advocate for? How does he suggest that this can be achieved? Explain in 40–50 words.</p> <p>[Skill: Understanding]</p>	3
45	<p><i>"Sophie met Danny Casey," Geoff said. Sophie wriggled where she was sitting at the table. Her father turned his head on his thick neck to look at her. His expression was one of disdain.</i></p> <p>Why does Sophie's father react this way in the above scene from 'Going Places'? Answer in 20–30 words.</p> <p>[Skill: Application]</p>	2
46	<p>Do you think the narrator of 'The Third Level' actually went to the third level? Answer with a reason in 40–50 words.</p> <p>[Skill: Application]</p>	3
47	<p>How is the 'Students on Ice' programme different from a traditional classroom? How does it impact young people? Answer in 100–120 words with reference to 'Journey to the End of the Earth'.</p> <p>[Skill: Application]</p>	5

48	What makes Mahatma Gandhi a good leader? In 100–120 words, describe any two qualities with reference to 'Indigo'. <i>[Skill: Application]</i>	3
49	In the poem 'My Mother at Sixty-six', why does the speaker choose to smile while saying goodbye to her mother? State a reason in 20–30 words. <i>[Skill: Application]</i>	2
50	What was the rattrap seller's worldview at the beginning of the story? How does it change after he meets Edla? Answer with reference to 'The Rattrap' in 100–120 words. <i>[Skill: Application]</i>	5

Marking Scheme

Q No.	Rubric	Marks
23	Correct Answer: B The extract explains that M. Hamel was wearing his 'fine Sunday clothes' in honour of the last lesson he would ever teach. The narrator realises the significance of this moment and understands that M. Hamel's attire reflects the seriousness of the occasion. Hence, this is the correct answer.	1
	A: Students selecting this option may have relied on their prior knowledge of the chapter to assume that M. Hamel was dressed for a school inspection. While the chapter does mention that M. Hamel typically wore his fine clothes on inspection and prize days, the extract does not suggest that this was the reason for his attire.	
	C: Students selecting this option may have thought that M. Hamel's fine clothes were a way of covering up his sadness or grief about leaving the school. While it's true that M. Hamel was sad, the extract doesn't suggest that his clothes were meant to hide his feelings.	
	D: Students selecting this option may have focused on the presence of the villagers in the classroom to assume that M. Hamel was dressed for a farewell ceremony organised by the village. However, the extract does not mention any such ceremony.	
24	Correct Answer: D In the extract, the narrator expresses regret over not valuing his education and not learning French earlier. He reflects on how his books, which had once felt like a burden, now feel like 'old friends' that he cannot give up. Hence, this is the correct answer.	1
	A: Students selecting this option may have focused on the mention of activities like seeking birds' eggs or sliding on the Saar, which the narrator once preferred over studying, to assume that the phrase refers to the narrator's old hobbies.	
	B: Students selecting this option may have understood the phrase literally and assumed that it refers to the narrator's friends and family.	
	C: Students selecting this option may have relied on their prior knowledge of the chapter to overgeneralise that the phrase refers to the cultural traditions and practices of the village, especially since the story touches on the community's collective regret. They might have connected the narrator's nostalgic tone to the village's customs, which are being affected by the loss of the French language.	

25	<p>Evaluation Criteria: <u>Content</u></p> <p>◆ States how the narrator feels about M.Hamel</p> <p>(the narrator respects and appreciates M. Hamel/the narrator goes from seeing M. Hamel as a strict and cranky teacher to appreciating his dedication/the narrator recognises that M. Hamel cares deeply about teaching and his students/the narrator feels sympathetic towards him)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
	<p>Sample Answer: The narrator appreciates M. Hamel for caring deeply about teaching his students.</p>	
26	<p>Correct Answer: C The word 'massive' in the given context highlights the emotional weight it carries for Aunt Jennifer. It symbolises the oppressive, overwhelming nature of her marriage which restricts her freedom and contributes to her sense of suffering. Hence, this is the correct answer.</p>	1
	<p>A: Students selecting this option may have read the line literally and assumed that the size of the ring is large.</p>	
	<p>B: Students selecting this option may have focused on Aunt Jennifer finding even the ivory needle hard to pull and assumed that the wedding band physically hurts her hand.</p>	
	<p>D: Students selecting this option may not have read the poem carefully and may have relied on prior knowledge.</p>	
27	<p>Correct Answer: D Aunt Jennifer feels trapped and burdened by her oppressive marriage. While her embroidered tigers represent freedom and strength, her own life is marked by anxiety and physical strain, symbolised by her difficulty with the needle and the heavy weight of her husband's wedding band. Hence, this is the correct answer.</p>	1
	<p>A: Students selecting this option may have assumed that Aunt Jennifer feels peaceful because she is engaged in the quiet, repetitive activity of needlework. They might have interpreted her creation of the tigers as a peaceful, creative outlet, overlooking the underlying emotional and physical strain caused by her marriage.</p>	
	<p>B: Students selecting this option may have wrongly associated Aunt Jennifer's creation of bold and fearless tigers in the first stanza with a sense of personal freedom or empowerment.</p>	
	<p>C: Students selecting this option may not have read the extract carefully and relied on prior knowledge.</p>	
28	<p>Evaluation Criteria: <u>Content</u></p> <p>◆ Supports the given statement with a reason</p> <p>(through her art, Aunt Jennifer creates an imagined world where the tigers are free from fear and constraint, offering her a mental escape from her restrictive circumstances/the act of embroidery provides Aunt Jennifer a temporary escape from</p>	1

	<p>the pressures of her marriage, giving her a space to express her desire for independence)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	
	<p>Sample Answer: Aunt Jennifer’s needlework offers her a mental escape from her reality because the tigers she embroiders symbolise power and fearlessness.</p>	
29	<p>Correct Answer: D In the given statement, the author is talking about empty promises, and the use of 'bleak' emphasises the hopelessness of the situation. Hence, we can deduce that the word 'bleak' refers to a harsh or depressing environment, suggesting something that lacks hope. Therefore, this is the correct answer.</p>	1
	<p>A: Students selecting this option may have made an overgeneralisation because the word 'bleak' is often associated with desolation.</p>	
	<p>B: Students selecting this option may have overgeneralised the mention of the narrator making a promise that she did not intend to fulfill to assume that 'bleak' means unfair.</p>	
	<p>C: Students selecting this option may have focused on the overall context of poverty to assume that 'bleak' means needy.</p>	
30	<p>Evaluation Criteria: <u>Content</u></p> <p>◆ States why the young men of Firozabad have given up the fight against the system (the young men in Firozabad believe that even if they were to organise and demand change, they would be punished by the authorities/they believe that they would be arrested, beaten, and dragged to jail for doing something illegal/the young men are trapped in a cycle of poverty and oppression, leaving them with little hope or energy to challenge the system/they lack a leader who could help them see things differently or motivate them to break out of the cycle of exploitation)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer: The young men of Firozabad have given up the fight against the system because they believe that even if they were to organise and demand change, they would be punished by the authorities.</p>	
31	<p>Correct Answer: A Keats suggests that the beauty found in nature has a healing power that brings joy, peace, and relief from sadness. Hence, this is the correct answer.</p>	1

	B: Students selecting this option may not have read the poem carefully and relied on prior knowledge.	
	C: Students selecting this option may not have read the poem carefully and relied on prior knowledge.	
	D: Students selecting this option may have overgeneralised the mention of beauty in stories about the mighty dead to assume that Keats would advise spending time with loved ones.	
32	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ Interprets the meaning of the given phrase [0.50 marks]</p> <p>(‘the pall’ symbolises a sense of gloom or despair that hangs over the spirit/it may refer to the weight of life’s difficulties/it could be understood as the mental or emotional burden that one experiences in difficult situations)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Explains how beauty gives us relief [0.50 marks]</p> <p>(beauty helps lift the ‘pall’ by providing a source of joy and inspiration/it provides a sense of calm and tranquillity/like an endless fountain, beauty sustains and replenishes the soul)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one of the criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>The pall refers to the gloom or despair that we feel in difficult situations. Beauty offers relief from it by bringing comfort and joy.</p>	
33	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ States how the Maharaja behaves towards his subjects as he hunts more tigers</p> <p>(becomes increasingly authoritarian/issues harsh orders, such as threatening to take away the wealth and property of anyone who harms a tiger/becomes more neglectful of his duties, raising taxes and focusing more on hunting than on the well-being of his people/when the tiger population starts shrinking in his kingdom, he orders the dewan to find a suitable girl from a kingdom with a large tiger population)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
	<p><u>Expression</u></p>	1

	<ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	
	<p>Sample Answer: As the Maharaja hunts more tigers, he starts neglecting his duties. He ignores the wishes of his people, raising taxes to fund his hunts.</p>	
34	<p>Evaluation Criteria: <u>Content</u></p> <ul style="list-style-type: none"> ◆ States why the interview is viewed as a powerful tool for communication <p>(interviews are a primary way through which we form our most vivid impressions of others, particularly contemporary figures/some view interviews, in their highest form, as a source of truth and art of communication/nearly everything of importance reaches us through interviews, highlighting their central role in modern media/the interviewer holds a position of significant power and influence in shaping public perception)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer: The interview is viewed as a powerful tool for communication because it helps us communicate directly with famous personalities, providing insights into their lives.</p>	
35	<p>Evaluation Criteria: <u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains what the concept of 'interstices' tells us about his personality <p>(demonstrates his creative and imaginative thinking/suggests a disciplined approach to managing his time and responsibilities/reflects a highly efficient work ethic/a productive and efficient person)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	1
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] 	1

	<p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	
	<p>Sample Answer:</p> <p>Eco's ability to work in 'interstices' suggests that he has a disciplined approach as he manages his time and responsibilities well.</p>	
36	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ States Subbu's role [1 mark]</p> <p>(Subbu was involved in creative direction and played a significant role in shaping the films/he was responsible for providing ideas and solutions for challenging scenes, often offering numerous alternatives when asked by the producer/he worked closely with The Boss and was very loyal to him, directing his creativity for the benefit of the studio/he contributed to the literary aspect of films, blending creativity with film-making)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p>◆ States why the office boy in the make-up department disliked him [1 mark]</p> <p>(the office boy disliked Subbu because Subbu was close to The Boss, and the office boy saw this as a form of favouritism/he felt that Subbu's success came from his relationship with The Boss, rather than merit alone/the office boy viewed Subbu as someone who had more opportunities and recognition within the studio)</p> <p><i>Accept any other valid response supported by the text.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>Subbu was the No. 2 at Gemini Studios, responsible for overseeing the creative aspects of film production and providing solutions for challenging scenes. The office boy in the make-up department disliked Subbu because of his close relationship with The Boss that gave him an advantage over others.</p>	
37	<p>Correct Answer: C</p> <p>Throughout the story, Hana consistently stands by her husband, Sadao, and supports him emotionally and practically. She assists him in caring for the soldier and even takes on the responsibility of hiding him, showing her loyalty and support. Hence, this is the correct answer.</p>	1

	A: Students selecting this passage may not have read the passage carefully. While they may have differing opinions about the risks involved in treating the American soldier, they communicate openly and work together as a team.	
	B: Students selecting this option may have overgeneralised the intense situation they were in to assume that they had a difficult and strained relationship.	
	D: Students selecting this option may have relied on prior knowledge.	
38	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ States how the servants reacted [1 mark]</p> <p>(the servants were frightened/they refused to help the American soldier)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p>◆ States why they reacted this way [1 mark]</p> <p>(because they viewed him as an enemy of Japan/they were afraid of the consequences they could face for helping an enemy soldier)</p> <p><i>Accept any other valid response supported by the text.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>When Hana first asked the servants to help the American soldier who was wounded, the servants reacted with fear and refused to help. This is because they feared the consequences that they would have to face for helping an enemy soldier.</p>	
39	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ Explains who the given phrase refers to [1 mark]</p> <p>(social reformers or welfare programs that claim to help the rural poor/those who attempt to 'help' the rural poor, but do so in a way that benefits themselves, rather than the people they aim to assist)</p> <p><i>Accept any other valid interpretation supported by the poem.</i></p> <p>◆ States how they affect the lives of the rural people [1 mark]</p> <p>(these programs disempower rural people, taking away their independence/welfare programs, instead of genuinely helping, force rural people into dependency/the rural people lose their autonomy, and their lives become controlled by these well-meaning but damaging forces)</p>	2

	<i>Accept any other valid response supported by the poem.</i>	
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>The phrase 'greedy good-doers' refers to well-meaning social reformers who claim to improve the lives of rural people. They take away the independence and dignity of the rural folk, making them dependent on the 'greedy good-doers' for their livelihood.</p>	
40	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains why the narrator repeatedly swam alone after his lessons [1 mark] <p>(to confront his lingering fear of water head-on/to test whether the fear was fully gone by swimming alone/to reclaim control over body and mind)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <ul style="list-style-type: none"> ◆ States what the decision tells us about the narrator's character [1 mark] <p>(the narrator's decision to swim alone shows that they are determined and resilient/the narrator's choice highlights a deep commitment to personal growth/it reflects a willingness to confront uncomfortable emotions, showcasing their bravery and courage)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>After being taught to swim by his instructor, the narrator would swim alone after his lessons. He did this to test whether his fear of water had truly disappeared. This shows his determination to overcome his past trauma and to grow as a person.</p>	
41	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains what the given phrase means [1.50 marks] 	3

	<p>(children were forced into a routine/the children were not treated as individuals but rather as beings to be controlled, much like animals with a herder/just like animals that must obey a herder, the children were powerless in the face of the institution's strict regulations and routines)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Explains how the narrator would have felt in this moment [1.50 marks]</p> <p>(isolated or alienated from her cultural roots/overwhelmed or oppressed by the loss of autonomy and the control over her life/powerless and dehumanised/experienced frustration or resentment due to the loss of her personal identity)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are one to three minor errors or one major error.</i> <i>Award half of the allotted marks if there are four to six minor errors or two to three major errors.</i> <i>Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1
	<p>Sample Answer:</p> <p>The phrase 'little animals driven by a herder' means that the children were forced into a routine. They were treated as beings to be controlled, rather than as individuals. Just like animals that must obey a herder, the children had no freedom to make their own decisions. They were powerless in the face of strict regulations and routines. Since Zitkala-Sa describes herself as 'one of many little animals driven by a herder', she likely felt controlled. This would have made her feel frustrated and helpless in the moment. She probably missed the calm and caring way in which her mother would speak to her.</p>	
42	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ Explains how Mr. Lamb changes Derry's view of himself [1.50 marks]</p> <p>(he encourages self-acceptance and refuses to pity Derry for his appearance/he focuses on Derry's potential, personality, and choices/he treats Derry as a normal person and does not make his scars the central point of their interaction/he doesn't treat Derry as a victim of his scars/Mr. Lamb shares that he himself has a prosthetic leg and doesn't let that define him)</p>	3

	<p><i>Accept any other valid response supported by the text.</i></p> <p>◆ Explains how Mr. Lamb changes Derry’s view of the world around him [1.50 marks]</p> <p>(Mr. Lamb encourages Derry to look beyond his face and see that there is a world full of possibilities/he challenges Derry’s narrow view of the world by suggesting that the world has much more to offer than just judgments about appearance/he insists that Derry can choose to engage with the world, just as Mr. Lamb has chosen to be active and open despite his prosthetic leg/he points out the beauty in small things around them, like the sound of bees or the sight of flowers, encouraging Derry to shift his focus to the wonders of the world)</p> <p><i>Accept any other valid response supported by the text.</i></p>	
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are one to three minor errors or one major error. Award half of the allotted marks if there are four to six minor errors or two to three major errors. Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1
	<p>Sample Answer:</p> <p>Mr. Lamb changes Derry’s view of himself by encouraging him to accept himself. He refuses to pity him for his appearance. He focuses on Derry's potential and personality rather than his looks. He tells Derry, 'You can be whatever you want to be'. In a similar way, Mr. Lamb changes Derry’s view of the world by highlighting the beauty in everyday life. He advises him to notice the buzzing bees and the flowers in the garden. He asks Derry to focus on what he can experience and do. Through these lessons, Mr. Lamb helps Derry have a more positive view of himself and the world.</p>	
43	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ Elaborates on the given statement</p> <p>(education provides individuals with the knowledge and skills necessary to gain self-respect and dignity, which are often denied to marginalised groups/by acquiring education, they can improve their socio-economic status and move beyond traditional occupations tied to caste/education encourages individuals to question existing norms and social injustices, leading to greater awareness of the inequalities around them)</p>	2

	<i>Accept any other valid interpretation supported by the text.</i>	
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>In the given lines, the narrator's brother states that education will provide Bama the knowledge and skills needed to gain respect and dignity. By excelling in studies, people like Bama can prove their worth and be accepted by others based on their abilities.</p>	
44	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Infers what the speaker is advocating for [1 mark] <p>(peace/harmony/reflection/community/self-awareness)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <ul style="list-style-type: none"> ◆ States the speaker's suggestions [1 mark] <p>(stay still/be silent/partial inactivity/do nothing/be inactive for some time like mother nature remains through some seasons)</p> <p><i>Accept any other valid responses supported by the text</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>The speaker of 'Keeping Quiet' advocates for peace. He wants people to be absolutely still and silent for a count of up to twelve, which he thinks will help people to stop hurting others and be together.</p>	
45	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains why Sophie's father reacts with disdain in the given scene 	1

	<p>(Sophie's father is annoyed with her because he thinks that she makes up stories/he is irritated with her because she remains disconnected from reality; he wants her to be practical/he thinks poorly of her because she always lies about things)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>Sophie's father reacts with disdain in the given scene because he is annoyed with her. He thinks that she makes up stories.</p>	
46	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States agreement or disagreement with the text [1 mark] <p>(Yes/I think Charley went to the third level; No/I don't think Charley went to third level)</p> <ul style="list-style-type: none"> ◆ Supports the answer with a reason [1 mark] <p>(Reasons for yes: Charley gives vivid descriptions of the third level/the fact that Sam had exchanged 800 dollar bills for old currency suggests that the third level exists/the letter from Sam may also prove that the third level actually existed in a different time;</p> <p>Reason for no: There is no proof that the third level exists/the reader only hears the story from Charley's point of view/Charley may have written the letter from Sam himself only to convince his wife about the existence of the third level/Sam may have just relocated or gone on a trip)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	1
	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
	<p>Sample Answer:</p> <p>I think the third level did exist. Charley gives very specific details about the place, which would be hard for one to just imagine.</p>	

47	<p>Evaluation Criteria: <u>Content</u></p> <p>◆ Explains how the programme is different from a traditional classroom [1.50 marks]</p> <p>(students travel to Antarctica, experiencing the environment directly, rather than learning through textbooks/provides practical learning about environmental issues and climate change)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p>◆ Explains how it impacts young people [1.50 marks]</p> <p>(motivates students to think critically about their role in protecting the planet/prepares young people to become policy-makers/students gain a deeper appreciation for Earth's history and ecosystems)</p> <p><i>Accept any other valid response supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are one to three minor errors or one major error.</i> <i>Award half of the allotted marks if there are four to six minor errors or two to three major errors.</i> <i>Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1
48	<p>Evaluation Criteria: <u>Content</u></p> <p>◆ Explains any two leadership qualities of Mahatma Gandhi [1 mark]</p> <p>(empathy/determination/courage/compassion/strategy-oriented/solution-oriented/passionate/visionary/inspirational/relationship-building/patient)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Supports each quality with evidence from the text [2 marks]</p> <p>(helps the peasants of Champaran despite being unaware of their plight initially/kept pushing for change of law despite the legal difficulties imposed on him/puts up a brave front against the Britishers/stays in Champaran despite being served an official notice to leave, and chose to defy the order/appeared in court after defying the order to leave Champaran, leading the peasants to overcome their fear of British rule/He utilised satyagraha to achieve justice/went beyond the legal issue that the peasants of</p>	1

	<p>Champanan were facing and decided to empower the peasants by fostering courage and independence/rejected the idea of relying on Charles Freer Andrews, an Englishman, for support in Champaran/influenced the lawyers who initially planned to abandon the peasants to fight for the sharecroppers' rights)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are one to three minor errors or one major error. Award half of the allotted marks if there are four to six minor errors or two to three major errors. Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1
	<p>Sample Answer:</p> <p>Based on the text 'Indigo', Mahatma Gandhi can be seen as a good leader. He shows empathy and care to the peasants of Champaran. Even though he did not know about their plight initially, he took time to understand their issue by being in their context. This led him to spend a lot of effort and time on ensuring that the sharecroppers of Champaran get the justice that they deserve. In his time at Champaran, he also shows his determination in the fight for justice and for people's rights. Gandhi is served a legal notice to leave Champaran, which he decides to defy in order to fight for the people. His empathy and determination show leadership qualities.</p>	
49	<p>Evaluation Criteria:</p> <p><u>Content</u></p> <p>◆ States a reason</p> <p>(the speaker chooses to smile to hide her pain/to mask her fear of loss and protect her mother from her distress/to reassure her mother that everything is okay, even though deep down she is in emotional turmoil)</p> <p><i>Accept any other valid interpretation supported by the poem.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p>	1

	<p><i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one of the criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i></p>	
	<p>Sample Answer: In the poem, the speaker chooses to smile while saying goodbye to hide her pain. This helps her protect her mother from sadness.</p>	
50	<p>Evaluation Criteria: <u>Content</u></p> <p>◆ States the rattrap seller's worldview [1.50 marks]</p> <p>(the world is nothing but a big rattrap/he sees the world as a place where people are trapped by their desires/the world is designed to trick and harm people once they fall for its baits)</p> <p>◆ States how his view changes after he meets Edla [1.50 marks]</p> <p>(the rattrap seller realises that not all people are selfish/understands the value of human connection/starts to see that the world can offer more than just traps — it can offer hope, compassion, and the possibility of change/he transforms from a bitter, isolated man to one who can recognise the possibility of kindness in the world)</p> <p><i>Accept any other valid answers supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are one to three minor errors or one major error.</i> <i>Award half of the allotted marks if there are four to six minor errors or two to three major errors.</i> <i>Award 0 marks if there are more than six minor errors or more than three major errors.</i></p>	1
	<p>Sample Answer: At the beginning of the story, the rattrap seller sees the world as a trap. He believes that it offers attractions like money, food, and shelter, only to trap people once they take the bait. He feels bitter and thinks that everyone gets caught in these traps. However, after meeting Edla, his view changes. She shows him kindness and treats him with respect, which deeply moves him. Her kindness makes him realise that not everyone is greedy and selfish. In the end, he returns the stolen money and leaves Edla a gift, showing that he has changed and now believes in kindness.</p>	



Board of School Education Haryana, Bhiwani