

**SET – 3**

**Series : SGN/C**

**Code No. 1/3**

**Roll No.**

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **11** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

**ENGLISH (Core)**

*Time allowed : 3 hours*

*Maximum Marks : 100*

**General Instructions :**

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

**SECTION – A**

**Reading**

**30**

1. Read the following passage carefully :

**8**

1. There are two types of diabetes, insulin dependent and non-insulin dependent. 90-95% of the estimated 13-14 million people in the United States with diabetes have non-insulin dependent, or type II diabetes. Because this type of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult onset diabetes, its symptoms often develop gradually and are hard to identify at first; therefore nearly half of all the people with diabetes do not know it. So, someone who has developed Type II diabetes may feel tired or ill without knowing why. This can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys and nerves. While the causes, short term effects, and treatments of the two types of diabetes differ, both types can cause long term health problems.

1/3

1

C/1

2. Most importantly, both types affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose, for energy. After a meal, the normal digestive system breaks some food down into glucose. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this, insulin is released into the blood stream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use is stored in the liver, muscle or fat.
3. In both types of diabetes, the normal function of glands is affected. A gland called pancreas makes insulin. In people with insulin-dependent diabetes, the pancreas does not produce insulin at all. People with non-insulin dependent diabetes usually produce some insulin in their pancreas but their body tissues do not metabolize the glucose properly, a condition known as insulin resistance.
4. There's no cure for diabetes yet. However, there are ways to get relief from its symptoms. Foods that are rich in carbohydrates break down into glucose during digestion, causing blood glucose to rise. Also studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. So we should eat such uncooked whole grain foods.

1.1 On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary (minimum four). 5

1.2 Write a summary of the passage in not more than 80 words. Supply a suitable title to it. 3

2. Read the passage given below : 12

1. If one early June morning you are suddenly stopped in your walk by a ringing "piu-piu-piu-pee-pee-piu-piu" call coming from the trees in your park or garden, you will feel your heart suddenly lifted. Look around and you may see two large, handsome, black-and-white birds with long coattails chase each other through the trees. They are pied cuckoos, that have come from Africa, and are said to announce the arrival of the greatest show on earth – the Indian monsoon. Be assured, the curtain will rise in a month or so.

2. To get a proper view of the onset of the monsoon, you really need to be stationed anywhere on the coastline of India or up in the hills. The grand show of grey clouds approaches like an airborne army, preceded by cool breezes, filling the air with electric charge so that you feel very happy. Spear of lighting flickers in the sky and the sound of thunder makes you feel excited.

And then, it pours. The cracked earth without any green cover sucks down the flood of water-and then Mother Nature goes mad. Seeds scattered or buried like grains of sand or pebbles in the ground suddenly come to life. Shoots of plants rocket skywards, roots plunge into the soft, spongy earth sucking up water and nutrients. It's a hint the grasshoppers have been waiting for. And bugs, beetles, caterpillars, centipedes, etc. emerge in their billions, feasting on the fresh green plants in the fields (to the annoyance of many a farmer) as also on each other.

3. There are miracles and there is music too : singing golden frogs appearing in large numbers in a rain-filled ditch, taking part in a group song that Bollywood would have envied. They vanish the very next day. They'd been waiting patiently all through the blistering summer, deep underground, conserving whatever moisture they had soaked up. Fireflies wink through the trees in the hills, sending their greenish signals to one another in codes as precise as any we may use for our most secret messages.

4. All this is what the birds have been waiting for. Most birds have spent the spring and summer courting and now it's time to settle down. Baby birds need a lot of high protein at frequent intervals, which the rich supply of insect life so happily provides : Caterpillars are eaten up in their millions, as are furry moths, earthworms slurped down like noodles, spiky dragonflies beaten to bits to soften them up into baby food. The long-legged storks and herons – get busy with fishing.

As for the big guys like lions and tigers in the jungles : they too had it relatively easy during the summer when their thirsty prey came to the waterholes. Now, with water easily available, in streams and ponds all over, they need to work harder for their meals. But yes, this is, perhaps, compensated by the arrival of baby deer – and fawns are sweet and soft, not very experienced in the merciless ways of the lions and tigers, even if they may seem more like a snack than a main meal. The animals get a rest from us, too, as parks and sanctuaries close down, not so much out of kindness as because the roads become impassable.

5. And then, just as you are beginning to tire of the green mould on your shoes, belts and bags, and of all the sniffles and snuffles that the rains also bring (bacteria and viruses also love this season), the clouds begin to disperse and float away in large armies. But before this happens, at least once, do go out in the midst of a downpour, raise your face to the heavens and dance and sing and celebrate this, the greatest show on earth.

2.1 On the basis of your understanding of the above passage answer each of the questions given below by choosing one of the options that follow :  $1 \times 4 = 4$

- (a) The winged messengers from Africa :
- (i) bring rain from Africa
  - (ii) bring the message that the rains are coming soon.
  - (iii) create a lot of horrible noise.
  - (iv) are not welcome.
- (b) Baby birds benefit from the rains because :
- (i) the mummy bird cannot fly in the rain.
  - (ii) they need a lot of noodles.
  - (iii) the rain brings a lot of insects which they eat.
  - (iv) they like wet nests.
- (c) Humans don't visit the animals in game sanctuaries during the rainy season because :
- (i) humans don't like to get wet.
  - (ii) the paths to the sanctuaries become waterlogged.
  - (iii) baby animals are born in the sanctuaries.
  - (iv) humans get bitten during the rainy season.
- (d) The green mould that grows on leather comes :
- (i) from the creepy insects that come with the rain.
  - (ii) because grass becomes very green during the rainy season.
  - (iii) because of the moisture in the air during the rainy season.
  - (iv) from fluffy clouds in the sky.

2.2 Answer the following questions briefly : **1 × 6 = 6**

- (a) What according to the author is the advantage of staying near the coast ?
- (b) How does Mother Nature react to the monsoon rain ?
- (c) What do bugs, beetles, caterpillars, etc. do after the rains ?
- (d) Why do lions and tigers have to work harder to catch their prey during the rainy season ?
- (e) Why are parks and sanctuaries closed during the rains ?
- (f) Mention one bad thing that the rainy season brings.

2.3 Find words from the passage which mean the same as each of the following : **1 × 2 = 2**

- (i) declare (para 1)
- (ii) disappear (para 3)

3. Read the passage given below and answer the questions that follow : **10**

1. South India is known mainly for its music, arts and rich literature. Madras or Chennai can be called the cultural capital and the soul of Mother India. The city is built low in pleasant contrast to the ugly tall structures of Mumbai and Kolkata. It has vast open spaces and ample greenery. The majestic spacious Mount Road looks like a river, wide and deep. A walk along the Marina Beach in the evening with the sea shining in your face is totally refreshing. The breeze soothes the body, it refreshes the mind and brightens the intellect.
2. One can never feel dull in Chennai. The intellectual and cultural life of the city is something of a marvel. Every street corner of Chennai has a literary forum, a debating society and music, dance or dramatic club. The intelligent arguments, the sparkling wit and dashing irony make every meeting very interesting. There is a young men's association which attracts brilliant speakers and equally brilliant listeners to its meetings. It is a treat to watch them use their speaking skills. Chennai speakers are by and large sweet and civilised, though angry and noisy variety is also often witnessed during election time. The more urbane speakers weave their arguments slowly like the unfolding of a melody set to carnatic music.

3. Music concerts and dance performances draw packed houses. There is hardly any cultured family in Chennai that does not learn and patronize music and dance in its original form. Rukmani Devi Arundale's 'Kala Kshetra' is a renowned international centre. It has turned out hundreds of celebrated maestros and dancers who have brought fame and glory to our country. Carnatic music has a beautiful charm of its own. It has the moon's soft beauty and soft pace. Thousands of people flock to the temple 'maidans' to enjoy the sweet melodies of their favourite singers. They sit out all night even in the unbearable heat, swaying to the rhythm of 'nadaswaram' and the measured beats of 'mridangam'.
4. The gods might descend from heaven to see a South Indian damsel dancing. There are several varieties of South Indian dance – Bharat Natyam, Mohini Attam, Kathakali etc. Age cannot wither nor custom stale its beautiful variety. Bharat Natyam is the most graceful and enchanting dance form whereas Kathakali is most masculine and virile. South Indian dances combine pleasure with purity. Here, every muscle and fibre of the body vibrates into life, and as the movement increases, a divine flame-like passion comes out as if making an effort to reach heaven.
5. South Indian dress, particularly of the males, is puritanically simple. There you cannot distinguish a judge from a 'peon' by his dress. South Indian ladies too look charming and graceful in their colourful Kanjeevaram and Mysore Silk Saris.
6. South Indian cuisine, especially 'dosa', 'idli' and 'vada' are so delicious that now we enjoy them almost everywhere in India and even in some foreign countries. The Madrasi 'idli' which was a favourite of Gandhiji is served with 'sambhar' and 'chutney'.

3.1 On the basis of your understanding of the above passage, answer the following questions by choosing the most appropriate options : **1 × 2 = 2**

- (a) South India is known mainly for its :
- (i) tasty food.
  - (ii) traditional music, art and literature.
  - (iii) scenic beauty.
  - (iv) delicate and precise ways.
- (b) In South Indian cuisine, Gandiji's favourite was :
- (i) dosa.
  - (ii) vada.
  - (iii) uttappam.
  - (iv) idli.

3.2 Answer the following questions briefly : **1 × 6 = 6**

- (a) How does the breeze on Marina Beach affect the body ?
- (b) Why does one never feel dull in Chennai ?
- (c) What is usual for a cultured family in Chennai ?
- (d) What makes Carnatic music charming ?
- (e) What is special about 'Kathakali' ?
- (f) What has 'Kala Kshetra' achieved ?

3.3 Find words from the passage which are similar in meaning to the following :

**1 × 2 = 2**

- (a) wonder (para 2)
- (b) promote / support (para 3)

**SECTION – B**  
**Advanced Writing Skills**

**30**

4. ‘Grow more trees to reduce pollution.’ Write an article in **150-200** words on the topic given above for your school magazine. **10**

**OR**

You are Sandhya/Sohan an active member of the Animal Lovers Club which works for the welfare of animals by preventing cruelty to them. Recently you visited Mahatma Gandhi Animal Care Home. You were pleasantly surprised to see the good treatment given to the animals. Write a report in **150-200** words on your visit. You may use the following points :

injured dogs and cats – abandoned pets – very old animals – all very well cared for – well-equipped medical room – veterinary surgeon – green surroundings.

5. Public taps are generally leaking. A lot of water is wasted. Design a poster in not more than 50 words to make people aware of the need for saving water. You are Rohit/Reena. **4**

**OR**

Write an invitation in not more than 50 words to your friend Rameshwari to spend her winter break with you in Mumbai. You are Puja/Puneet of 25, M.G. Road, Mumbai.

6. The recent rise in incidents of violent behaviour of students is a matter of concern for all. The problem can be curbed if students learn how to manage anger.

Write a speech on the topic in **150-200** words to be delivered in the school morning assembly. **10**

**OR**

“Everyone should become vegetarian.” Write a debate in **150-200** words either for or against the motion.



7. You are Ramesh Kumar, Manager, Ekta Book House, Fort Road, Mumbai. You supplied a number of books to Prajapati Public School, Pune. The school complained that the books, received by it are not according to the order. Write a letter in **120-150** words to the Principal expressing regret, explaining the reasons why the error took place and promising a prompt and correct delivery. **6**

**OR**

Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter in **120-150** words to Bright Sports Materials, Paharganj, Delhi placing an order for educational toys and other play equipment. You are Principal, XYZ School, Delhi.

**SECTION – C**

**Literature : Text-Books and Long Reading Text **40****

8. Answer the following in **120-150** words : **6**

Attempt a character sketch of Dunstan Cass. (Silas Marner)

**OR**

What opinion do you form of the innkeeper, Mrs. Hall ? (The Invisible Man)

9. Answer the following in **120-150** words : **6**

Describe the circumstances under which Silas Marner had to leave Lantern Yard.

**OR**

How did Griffin meet his end in the novel, 'The Invisible Man' ?

10. Answer the following in **120-150** words : **6**

How does Jo show her independent thinking in the story, 'Should Wizard Hit Mommy' ?

**OR**

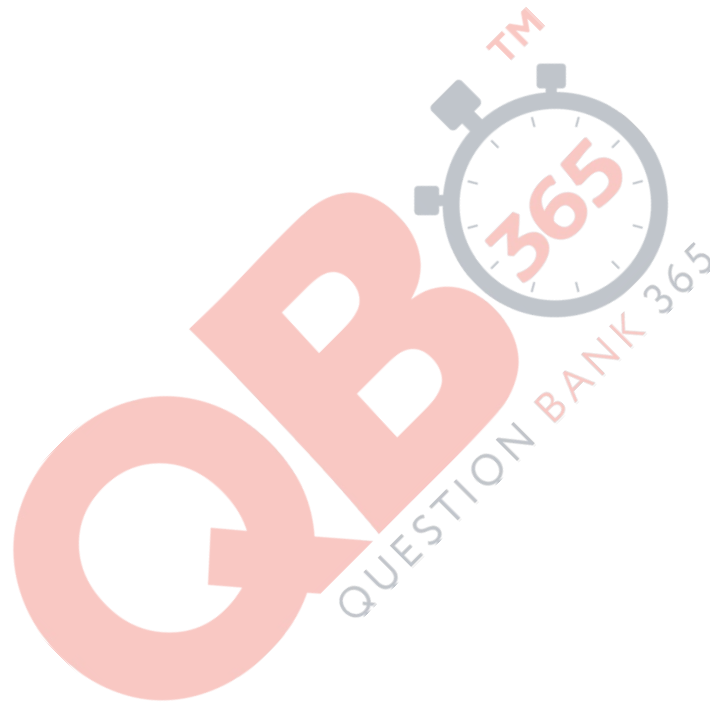
How did Tiger King succeed in killing 'hundred' tigers ?

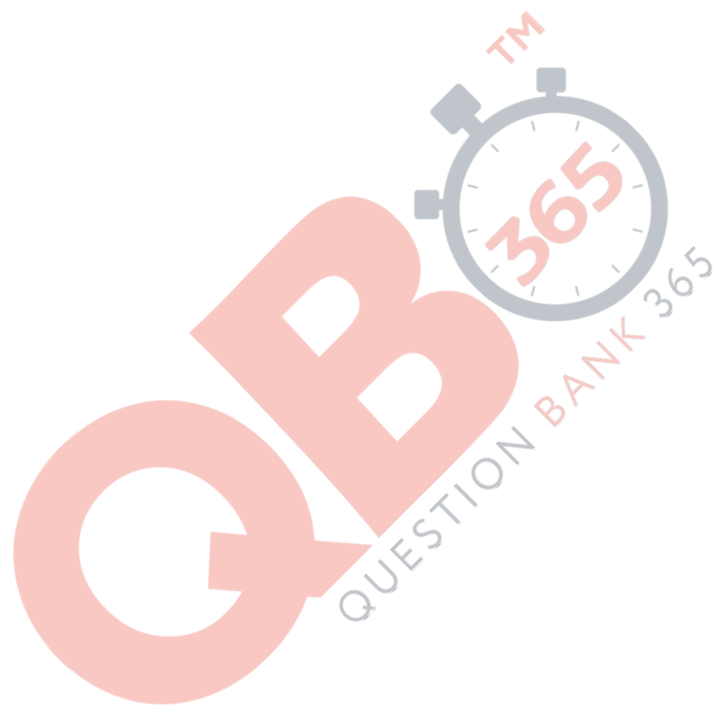
11. Answer any **four** of the following questions in **30-40** words each : **3 × 4 = 12**
- (a) Was Saheb happy working at the tea stall ? State reasons.
  - (b) Why does the poet want to count to twelve ? (Keeping Quiet)
  - (c) Why was Douglas determined to get over his fear of water ?
  - (d) Where had Dr. Sadao first met his wife ? What had been his initial reaction ?
  - (e) What impression of Evan's did the Governor give to the Secretary of the Examination Board ?
  - (f) What will happen when Aunt Jennifer is dead ?
12. Answer the following in **120-150** words : **6**
- How did Edla bring about a change in the peddler ? (The Rattrap)
- OR**
- What impression do you form of Sophie and Jansie after reading the story, 'Going Places' ?
13. Read the extract given below and answer the questions that follow : **4**
- .....On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.  
All of their time and space are foggy slum.  
So blot their maps with slums as big as doom.
- (a) What does 'slag heap' refer to ? **1**
  - (b) What do these children wear on their eyes ? **1**
  - (c) What other example shows their poverty ? **1**
  - (d) Name the figure of speech used in the last line. **1**

**OR**

I looked again at her, wan, pale  
as a late winter's moon and felt that old  
familiar ache, my childhood's fear,  
but all I said was, 'See you soon, Amma'  
all I did was smile and smile and smile.....

- (a) What was the poet's childhood fear ? 1
- (b) Why is the mother compared to a late winter's moon ? 1
- (c) What were the poet's parting words ? 1
- (d) What does her smile signify ? 1





SENIOR SCHOOL CERTIFICATE EXAMINATION- COMPARTMENT  
JULY 2018

MARKING SCHEME

**ENGLISH CORE (301)**

**CLASS XII**

**GENERAL INSTRUCTIONS**

1. 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.
2. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
3. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
4. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
5. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (LITERATURE) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN LINES / PASSAGE. AS SUCH, THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDED MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.
12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.

13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. AS PER ORDERS OF THE HON'BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER THE DETAILS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

**[FOR THE HEAD EXAMINERS ONLY]**

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM, COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER MUST CONDUCT A MOCK EVALUATION EXERCISE ON THE FIRST DAY OF EVALUATION TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE NORMS AND INSTRUCTIONS OF CBSE. FORMAL EVALUATION IS TO BEGIN FROM DAY-2 (GROUP EVALUATION) ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF EVALUATORS, AS PER THE EXERCISE CARRIED OUT DURING MOCK EVALUATION.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVE HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 8 HOURS EVERY DAY AND EVALUATE 25-30 ANSWER BOOKS INDIVIDUALLY AND 50-60 ANSWER BOOKS IN PAIRS.
6. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S

90 AND ABOVE

72-74

28-32

1/3	SUGGESTED VALUE POINTS	2018
	<b>SECTION A: READING</b>	
1	<p><b>Note</b></p> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given.</li> <li>• 1 mark allotted for the title to be given, even if a student has written the title either in Q3(a) or Q3(b)</li> <li>• Content must be divided into headings and sub-headings</li> </ul> <p>The notes provided below are <b>only guidelines</b>. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations.</p> <p>Complete sentences are not to be accepted as notes.</p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	<b>8 marks</b>
	<b>NOTE MAKING</b>	5 marks
(a)	<p>Distribution of Marks</p> <p><b>Title &amp; Indentation</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p> <p><b>Abbreviations / Symbols</b> (with /without key) – any four</p>	<p>1 mark</p> <p>3 mark</p> <p>1 mark</p>
	<p><b>NOTE:</b> Accept the notes and summary in the third person</p> <p><b>Suggested Notes:</b></p> <p><b>Title: Facts about Diabetes or any other suitable title.</b></p> <ol style="list-style-type: none"> <li><u>Types of diabetes</u> <ol style="list-style-type: none"> <li>1.1 insulin dependent</li> <li>1.2 non-insulin dependent</li> </ol> </li> <li><u>Non-insulin dependent – facts</u> <ol style="list-style-type: none"> <li>2.1 also called type II diabetes</li> <li>2.2 begins by 40 years</li> <li>2.3 common after 55 years</li> <li>2.4 earlier called adult onset diabetes</li> <li>2.5 symptoms                             <ol style="list-style-type: none"> <li>2.5.1 develops gradually</li> <li>2.5.2 hard to identify at 1st</li> <li>2.5.3 ½ affected unaware</li> <li>2.5.4 feeling of tiredness / illness</li> </ol> </li> <li>2.6 results: damage to                             <ol style="list-style-type: none"> <li>2.6.1 heart</li> <li>2.6.2 blood vessels</li> <li>2.6.3 eyes</li> <li>2.6.4 kidneys</li> <li>2.6.5 nerves</li> <li>2.6.6 health</li> </ol> </li> </ol> </li> <li><u>Process of food digestion in body</u> <ol style="list-style-type: none"> <li>3.1 food broken into glucose</li> <li>3.2 glucose carried thru body by blood</li> <li>3.3 causes blood glucose levels to rise</li> <li>3.4 insulin released into blood stream</li> </ol> </li> </ol>	

	<p>3.5 signals body tissues to metabolize glucose for fuel 3.6 blood glucose levels return to normal 3.7 excess glucose stored in liver/muscle/fat</p> <p>4. <u>Function of Pancreas</u> 4.1 produces insulin 4.2 insulin not produced in insulin-dependent diabetes 4.3 some insulin produced in non-insulin dependent diabetes 4.3.1 body tissues do not metabolize glucose 4.3.2 known as insulin resistance</p> <p>5. <u>Remedies</u> 5.1 no cure yet 5.2 only relief possible like 5.2.1 avoid food rich in carbohydrates 5.2.2 avoid cooked food 5.2.3 eat raw, unpeeled food 5.2.4 eat uncooked, whole grain food</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Suggested Abbreviations/Symbols</b> II – two Yrs – years 1<sup>st</sup> – first ½ half thru - through</p> </div>	
(b)	<b>Summary</b> The summary should include all the important points given in the notes.	3 marks
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
2	<b>COMPREHENSION PASSAGE</b>	
	<b>NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.</b>	<b>12 marks</b>
2.1		
(a)	(ii) bring the message that the rains are coming soon	1 mark
(b)	(iii) the rain brings a lot of insects which they eat	1 mark
(c)	(ii) the paths to the sanctuaries become waterlogged	1 mark
(d)	(iii) because of the moisture in the air during the rainy season	1 mark
2.2		
(a)	proper view of the onset of monsoon	1 mark
(b)	goes mad – seeds come to life – plants shoot up / bugs and insects emerge	1 mark
(c)	emerge in their billions – feed on green plants	1 mark
(d)	animals no longer come to water holes – animals are difficult to find	1 mark
(e)	because roads are impassable	1 mark
(f)	bacteria / viruses / green moulds	1 mark



2.3		
(i)	announce	1 mark
(ii)	vanish	1 mark
3	<b>COMPREHENSION PASSAGE</b>	
	<b>NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.</b>	<b>10 marks</b>
3.1		
(a)	(ii) traditional music, art and literature	1 mark
(b)	(iv) idli	1 mark
3.2		
(a)	the breeze soothes the body / refreshes the mind / brightens the intellect	1 mark
(b)	because of the cultural and intellectual life of the city	1 mark
(c)	They all patronise music and dance in its traditional form / All patronise music or dance	1 mark
(d)	It has the moon's soft beauty and pace	½ + ½ = 1 mark
(e)	Kathakali is most masculine and virile	1 mark
(f)	turned out hundreds of celebrated maestros and dancer who have brought fame and glory to the country	1 mark
3.3		
(a)	marvel	1 mark
(b)	patronize	1 mark
	<b>SECTION B: ADVANCED WRITING SKILLS</b>	
	<b>NOTE: The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.</b>	
4	<b>ARTICLE</b>	<b>10 marks</b>
	<b>Format</b> (Title and Writer's Name)	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]	5 marks
	<b>Heading: Grow More Trees To Reduce Pollution</b>	
	<b>Suggested value points</b> - trees conserve energy - absorb carbon dioxide / affect air quality - provide shade - prevent soil erosion - muffle the city noises - cool the streets and the surroundings - slow the water evaporation / increase atmospheric moisture - any other relevant point	
	<b>(any 4 points)</b>	

	<b>OR</b>	
4	<b>REPORT</b>	<b>10 marks</b>
	<b>Format –Title &amp; Byline (writer’s name)</b>	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]	5 marks
	<b>Title :</b> Report on visit to Mahatma Gandhi Animal Care Home / Treatment of animals at Mahatma Gandhi Animal Care Home  <b>Suggested Value Points</b> - injured dogs and cats - abandoned pets - very old animals - all very well cared for - well equipped medical room - veterinary surgeon - green surroundings - any other relevant points <b>(any four points)</b>  <b>Note- past tense should be used along with third person</b>	
5	<b>POSTER</b>	<b>4 marks</b>
	<b>Format</b>	<b>1 mark</b>
	<b>Content</b>	<b>2 mark</b>
	<b>Expression</b>	<b>1 mark</b>
	<b>Heading</b>  <b>Suggested value points</b> ▪ topic and purpose ▪ slogans to conserve water ▪ make people aware <b>(any other relevant point)</b>  <b>No marks should be deducted in absence of issuing authority.</b>	
	<b>OR</b>	
5	<b>INFORMAL INVITATION</b>	<b>4 marks</b>
	<b>(As an Invitation Letter)</b>	
	<b>Format</b>	1 marks
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
	<b>Format-</b> place, date, salutation (invitee – Dear Rameshwari & closing (Yours affectionately or any other suitable closing)	1 mark
	<b>Content</b> <b>Suggested value points</b> - invite the friend (Rameshwari) - to spend winter breaks with you in Mumbai	2 marks

	<ul style="list-style-type: none"> <li>- request to confirm (any other relevant points)</li> </ul> <p><b>Expression</b></p> <p><b>Note-</b> use of first person pronoun</p>	1 mark
6	<b>SPEECH – How to Manage Anger</b>	<b>10 marks</b>
	<b>Format - opening address , closing</b>	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]</p>	5 marks
	<p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- rising cases of aggressive/violent behaviour of students</li> </ul> <p>Causes</p> <ul style="list-style-type: none"> <li>- lack of anger management</li> </ul> <p>Solutions</p> <ul style="list-style-type: none"> <li>- introspect</li> <li>- consider consequences</li> <li>- counting up to 10 and deep breathing</li> <li>- counselling by teachers</li> <li>- moral science and anger management discussed in schools</li> <li>- help each other – students to take initiative</li> <li>- any other relevant point</li> </ul> <p><b>(any four points)</b></p>	
	<b>OR</b>	
6	<b>DEBATE</b>	<b>10 marks</b>
	<b>Format - opening address with taking a stand for or against the topic with appropriate closure</b>	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling 3 marks coherence and relevance of ideas and style 2 marks</p>	5 marks
	<p><b>Everyone should become vegetarian</b></p> <p><b>In Favour</b></p> <ul style="list-style-type: none"> <li>- healthy diet</li> <li>- vegetarians live longer</li> <li>- environmental concern as meat industry affects the land and the atmosphere by polluting it</li> <li>- cheaper</li> </ul> <p><b>Against</b></p> <ul style="list-style-type: none"> <li>- vegetarian diets are devoid of the proteins and fats that animal meat contains</li> <li>- limited choice of food for vegetarians</li> <li>- problems while travelling abroad – vegetarian food not always available</li> </ul> <p><b>(any other relevant points)</b> <b>(minimum two content points)</b></p>	

7	<b>LETTER WRITING</b>	<b>6 marks</b>
	<p><b>Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. Mixing of the formats is not permitted</b></p>	
	<p><b>Format</b> 1. sender's address 2. date 3. receiver's address 4. subject /heading 5. salutation 6. closing</p>	1 mark
	<b>Content</b>	3 marks
	<p><b>Expression</b> grammatical accuracy, appropriate words and spelling <b>1 mark</b> coherence and relevance of ideas and style <b>1 mark</b></p>	2 marks
	<p><b>RESPONSE TO LETTER OF COMPLAINT</b> <b>Suggested Value Points</b> - reference of the books not according to the order - expressing regret - explaining reasons why the error took place - promising a prompt and correct delivery - any other relevant point  <b>(any 3 points)</b></p>	<b>6 marks</b>
	<b>OR</b>	
	<p><b>LETTER –Placing an order for educational toys and other play equipments</b> <b>Suggested Value Points</b> - reference to advertisement / correspondence / telephone conversation - details of the order     • list of educational toys and other play equipments     • numbers / quantity required     • discount on catalogue prices - terms and conditions (optional)     • delivery time     • advance payment/mode of payment     • price     • make / brand - any other relevant point <b>(any 3 points)</b></p>	<b>6 marks</b>

	<b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b>	
	<b>NOTE:</b> The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence, both content and expression in answers to the given questions deserve equal importance while awarding marks	
8	<b>Distribution of marks:</b> <b>Content:</b> 3 marks <b>Expression:</b> 3 marks <b>grammatical accuracy, appropriate words and spelling</b> [1½ marks ] <b>coherence and relevance of ideas and style</b> [1½ marks]	
8	Dunstan Cass - Squire's youngest son also called Dunsey - reckless, manipulative - a foil to Godfrey - lies for the sake of lying - drinks heavily - lured by greed and wealth and has no conscience (blackmails Godfrey / steals Silas Marner's money) (any 4 with evidence)	6 marks
	<b>OR</b>	
8	Mrs. Hall - She is a shrewd businesswoman - money minded - good housekeeper - does not get intimidated - dominating - worldly wise - independent (any 4 with evidence)	6 marks
9	<b>Distribution of marks:</b> <b>Content:</b> 3 marks <b>Expression:</b> 3 marks <b>grammatical accuracy, appropriate words and spelling</b> [1½ marks] <b>coherence and relevance of ideas and style</b> [1½ marks] <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	
9	Reasons for Silas Marner leaving Lantern Yard - Silas Marner led a pious life and had an excellent reputation - the senior deacon, taken ill and tended by fellow people - when it was Silas' turn, the deacon breathed his last - Dane manipulated matters and Silas was accused of stealing money - the disgrace grieved him - his fiancée deserted him - disgraced Silas Marner left the town for good (any 4 with evidence)	6 marks
	<b>OR</b>	

9	<p>Invisible Man</p> <ul style="list-style-type: none"> <li>- meets Dr. Kemp; asks him to join him in unleashing Reign of Terror</li> <li>- Dr. Kemp informs Col. Adye of invisible man's presence in his house</li> <li>- invisible man escapes, feels betrayed</li> <li>- vows to take revenge on Dr. Kemp</li> <li>- attacks Kemp's house</li> <li>- chases Kemp down the streets of Port Burdock</li> <li>- is surrounded by people of Burdock</li> <li>- is beaten up by the mariners</li> <li>- is finally killed by the mob</li> </ul> <p style="text-align: right;">(any 4 with evidence)</p>	6 marks
	<p><b>Q10 [This question has been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</b></p>	
10	<p><b>Distribution of marks:</b>  <b>Content: 3 marks</b>  <b>Expression: 3 marks</b>  <b>grammatical accuracy, appropriate words and spelling [1½ marks]</b>  <b>coherence and relevance of ideas and style [1½ marks]</b></p>	
10	<ul style="list-style-type: none"> <li>- She suggests the animal whose story her father was to create. (skunk)</li> <li>- She keeps interrupting the story with suggestions about the animals, the skunk was going to meet. (owl, wizard etc.)</li> <li>- asking whether magic spells were real</li> <li>- She is in a reality phase – asks her mother whether spiders really ate bugs as suggested by her father</li> <li>- catching her father when he mentions Roger Fish instead of Roger Skunk</li> <li>- protesting when the mother in the story gets the smell of roses changed to the foul smell of the Skunk</li> <li>- insists wizard hits the mother</li> </ul> <p style="text-align: right;">(any 4)</p>	6 marks
	<b>OR</b>	
10	<ul style="list-style-type: none"> <li>- banned tiger hunting in his forests</li> <li>- killed seventy tigers within ten years of his reign</li> <li>- married a girl from a kingdom with large number of tigers</li> <li>- killed five or six tigers each time he visited his father-in-law till he had killed ninety-nine</li> <li>- the last tiger caused greatest problem</li> <li>- news of one in a village but tiger did not appear</li> <li>- finally Dewan brought one from People's Park in Madras</li> <li>- king aimed, tiger fell down unconscious</li> <li>- tiger finally killed by hunters</li> </ul> <p style="text-align: right;">(any 4)</p>	6 marks
11	<p><b>Short answer type questions</b>  <b>Distribution of marks:</b>  <b>Content: 2 marks</b>  <b>Expression : 1 mark</b></p>	

	<b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	
a)	Subjective answer – either of the two with evidence from the text to be accepted  No, not happy – long working hours; not his own master; burdened with responsibilities; no time to roam with friends; has to carry the heavy cannister (any two)  Yes , happy – secure life; getting salary; getting regular meals (any two)	3 marks
b)	so that one has time to introspect; to pause before taking action; to calm oneself down; to keep still; to realize the harm we are doing to the earth; to realize the harm we are inflicting on ourselves; to realize that we are all brothers (any 2)	3 marks
c)	did not like feeling fearful of water / was deprived the pleasure of fishing, canoeing, boating and swimming/ was determined to overcome his fear (any one)	3 marks
d)	- had met her in America / in his American professor’s house - had waited to fall in love with her until he was sure she was Japanese	3 marks
e)	- no record of violence - very pleasant fellow - star at the Christmas concert - a congenital kleptomaniac  (any 2)	3 marks
f)	She will remain ringed by the ordeals she was mastered by when she was alive / She will not be able to shake off the shackles of her married life	3 marks
	<b>Q12 [This question has been set to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</b>	
12	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression : 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b>	
12	- She was kind to peddler. - She treated him with respect. - persuaded him to accompany her - fed him/ got him bathed / shaved - saw to his comforts - persuaded her father to let the tramp stay on - invited him for the next Christmas eve - gifted her father’s old clothes  (any 4)	6 marks
	<b>OR</b>	
12	Sophie – daydreamer; impractical; wants a glamorous career; cut off from reality; attention seeker – creates the story of her meeting Danny Casey to arouse her brother’s interest/ to come closer to him (any 2)  Jansie – practical; grounded; knows the reality of her future in the biscuit factory  (any 1)	6 marks

13	<b>This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.</b>	
a)	'slag heap' refers to the slums / the heaps of garbage	1 mark
b)	spectacles of steel / spectacles made of steel and mended glass / broken spectacles / mended spectacles / spectacles discarded by the rich	1 mark
c)	their thin appearance / their skins peeped through by bones	1 mark
d)	simile	1 mark
<b>OR</b>		
a)	the fear was separation from her mother / loss of her mother / mother's death	1 mark
b)	to refer to her pale and wan appearance / to emphasize the paleness of the mother's face	1 mark
c)	they were "See you soon, Amma."	1 mark
d)	signifies her attempt to hide her fear from her mother / attempt to reassure her mother	1 mark

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