

BLUE PRINT
SAMPLE QUESTION PAPER-I
ENGLISH COMMUNICATIVE –CLASS X

QA	Section	Skills/Sub Skills	Objective of questions/Sub Questions	Total Marks
	A : READING			20 marks
1	1.1 a) SA b) SA c) SA d) SA (i) SA (ii) e) SA f) SA (i) SA (ii)	(a-f) Understanding the text	Comprehension	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark
2	2.1 a) SA b) SA c) SA d) SA	Understanding the Text	Comprehension	1 mark 1 mark 1 mark 1 mark
	2.2 a)VSA b)VSA c)VSA d)VSA	Identifying correct words	Comprehension	1 mark 1 mark 1 mark 1 mark
	2.3 a)VSA b)VSA c)VSA d)VSA	Identifying correct words	Vocabulary Testing	1 mark 1 mark 1 mark 1 mark
	B : WRITING			30 marks
3	Notice	Presenting the notice in the correct format within the word limit with the required details	Testing short writing skill Ability to write a notice	5 marks
4	Postcard	Presenting the message in the correct format within the word limit with required details	Application Testing short writing skill Ability to write a postcard	5 marks
5	Letter writing	Formating, organization, coherence, fluency	Testing writing skill in a sustained manner	10 marks

6	Article writing	Formating, organization, coherence, fluency	Testing sustained writing skill. Higher Order Thinking	10 marks
	C: GRAMMAR			20 marks
7	a)VSA b)VSA c)VSA d)VSA	To expand notes into a meaningful piece of writing	Testing to write in clear and grammatically correct language	1 mark 1 mark 1 mark 1 mark
8	a)VSA b)VSA c)VSA d)VSA e)VSA f)VSA g)VSA h)VSA	Providing the missing word	Testing knowledge of verb forms, prepositions, determiners, conjunctions	½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark
9	a)VSA b)VSA c)VSA d)VSA e)VSA f)VSA g)VSA h)VSA	Providing the missing word	Testing the correct use of grammatical items	½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark
10	a)S A b)S A c)S A d)S A	Writing correctly in reported speech	Testing the correct use of personal pronouns and verb forms in reported speech	1 mark 1 mark 1 mark 1 mark
11	a)S A b)S A c)S A d)S A	Ability of presenting ideas coherently in a sequence	Transforming sentences appropriately and in context	1 mark 1 mark 1 mark 1 mark
	D:LITERATURE			30 marks
12	(1 st option) a)S A b)S A c)S A	Understanding the text,	Comprehension Interpretation	1 mark 1 mark 1 mark

	or (2 nd option) a)S A b)S A c)S A	Understanding the text	Comprehension Interpretation	1 mark 1 mark 1 mark
13	(1 st option) a)S A b)S A c)S A	Understanding the text	Comprehension Interpretation	1 mark 1 mark 1 mark
	or (2 nd option) a)S A b)S A c)S A	Understanding the text	Comprehension Interpretation	1 mark 1 mark 1 mark
14	(1 st option) Long Answer or (2 nd option)	Higher Order Thinking Skills	Global Comprehension	4 marks
15	a) SA b) SA	Understanding the text	Comprehension	2 marks 2 marks
16	1 st option Long answer a) or 2 nd option Long answer b)	Understanding theme and setting of play	Presenting ideas coherently	4 marks
17	1 st option Long answer a) or 2 nd option Long answer b)	Global interpretation Higher Order Thinking Skills	Ability to think beyond text	4 marks
18	1 st option Long answer a) or 2 nd option Long answer b)	Global Interpretation of the text Higher Order Thinking Skills	Ability to think beyond the text	8 marks

ENGLISH - COMMUNICATIVE

Sample Question Paper–I

TIME : 3 Hrs

Subject Code - 101

MM : 100

General Instructions:

- (i) This paper consists of four sections –

Section A	Reading	20 marks
Section B	Writing	30 marks
Section C	Grammar	20 marks
Section D	Literature	30 marks

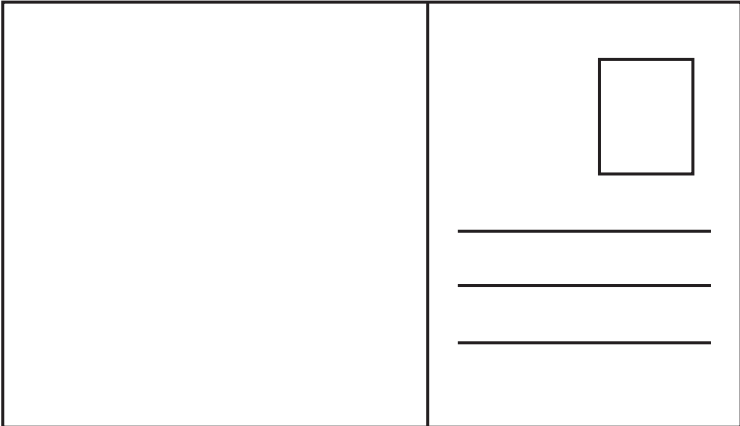
- (ii) Attempt **all** questions.
- (iii) Do **not** write anything in the question paper.
- (iii) All the answers must be correctly numbered as in the question paper and written in the answer sheet provided to you.
- (iv) Attempt all questions in each Section before going on to the next section.
- (v) Read each question carefully and follow the instructions.
- (vi) Strictly adhere to the word limit given with each question. Marks will be deducted for exceeding the word limit.

No.	Questions	Marks
	SECTION A - READING	20
1.	Read the following passage and answer the questions that follow	8
	ROMANCING THE RAIL	
1	<p>A couple of weeks ago, while detailing the many ways in which coping with the bleak economy can actually better our lives, I touched upon the romance of train travel and suggested that we would do well to introduce our children to its charms. I have to confess that I was surprised by the kind of response this triggered from readers with stories to tell of their own rail adventures.</p>	
2	<p>Browsing through them reminded me yet again why trains have such a special place in our lives. Well, perhaps not in the lives of a generation brought up on the dubious pleasures of cheap air travel.</p>	
3	<p>I still vividly recall every detail of my first such excursion, taking a train from Sealdah station in Calcutta to visit my aunt's tea garden in Assam. I settled down at my window seat and even before the train had pulled out, I was burrowing deep into the pleasures of Indian mythology.</p>	
4	<p>But as the scene outside grew more rustic, even picturesque, my attention wandered to the marvellous moving display outside my window. There were gentle rolling fields, green and lush, more palm trees than I could count and an endless expanse of bright blue sky.</p>	
5	<p>Just then, a man entered my peripheral vision. Scythe in hand, he was intently cutting down some tall grass in the fields. "Oh look," I cried out to my mother, "It's a farmer, a real-life farmer!" A city-bred child, I hadn't realised until then that farmers actually had an independent existence outside of my story books.</p>	
6	<p>That wasn't the only discovery I made in the course of that first train journey or the many others to follow. Gazing out of the train window as I travelled across the country, I was introduced to a new India that was far removed from the bland boundaries of my middle-class urban existence. And I like to believe today that this made me more aware of the complexities of the society that we live in.</p>	
	Seema Goswami (337 words)	

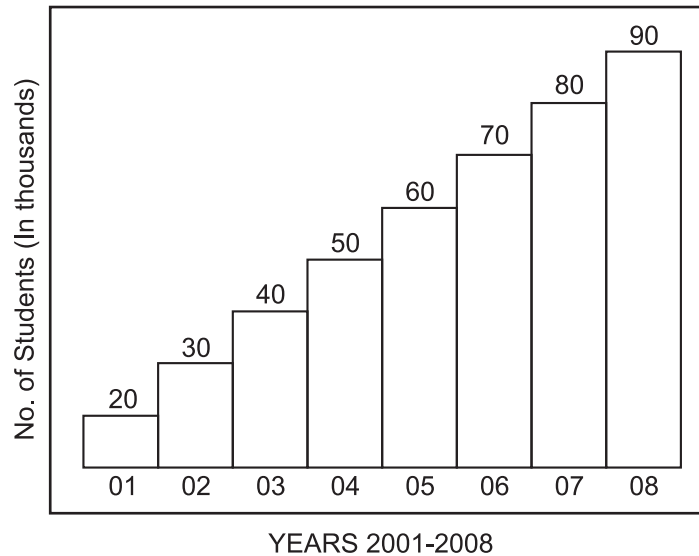
No.	Questions	Marks
1.1	<p>On the basis of your reading, answer the following questions</p> <p>(a) Readers response to her suggestions made the writer realise _____.</p> <p>(b) The pleasure/joys of travelling by train would not be appreciated by _____.</p> <p>(c) The writer was lured away from the pleasures of Indian mythology when _____.</p> <p>(d) The two discoveries made during the train journey were (i) _____. (ii) _____.</p> <p>(e) Travelling by train, enhanced the writer’s awareness of _____</p> <p>(f) While travelling by train, the writer’s time was spent (i) _____. (ii) _____.</p>	<p>8</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>2</p>
Q 2.	<p>Read the passage carefully and answer the questions that follow</p> <p style="text-align: center;">SUMMER BREAKS</p> <p>(1) Do children really need such long summer breaks, was a question posed by some experts recently. Apparently, such a long break disrupts their development and comes in the way of their learning process. Let’s get them back to their books, is perhaps the expert view, if not in so many words. One would have thought the children are doing too much during their vacations and not too little, given the plethora of classes, camps and workshops involving swimming, art, personality development, music, computers and the like that seem to cram their calendar. Even the trips taken in the name of holidays seem laden with exotic destinations and customized experience packed into a short period of time. We can do Europe in ten days and Australia in a week and come back armed with digital memories and overflowing suitcases. Holidays are in some ways, no longer a break but an intensified search for experience not normally encountered in everyday life.</p> <p>(2) It is a far cry from summer holidays one experienced while growing up. For holidays every year meant one thing and one thing alone - you went back to your native place, logged in with the emotional headquarters of your extended family and spent two months</p>	<p>12</p>

No.	Questions	Marks
	<p>with a gaggle of uncles, aunts and first and second cousins. The happiest memories of the childhood of a whole generation seem to be centred around this annual ritual of homecoming and of affirmation. We tendered tacit apologies for the separateness entailed in being individuals even as we scurried back into the cauldron of community and continuity represented by family. Summer vacation was a time sticky with oneness, as who we were and what we owned oozed out from our individual selves into a collective pot.</p> <p>(3) Summer was not really a break, but a joint. It was the bridge used to re-affirm one's connectedness with one's larger community. One did not travel, one returned. It was not an attempt to experience the new and the extraordinary but one that emphatically underlined the power of the old and the ordinary. As times change, what we seek from our summer breaks too has changed in a fundamental way. Today, we are attached much more to the work and summer helps us temporarily detach from this new source of identity. We refuel our individual selves now; and do so with much more material than we did in the past. But for those who grew up in different times, summer was the best time of their lives.</p> <p style="text-align: right;">(418 Words) Source : The Times of India</p>	
2.1	<p>Complete the following sentences taking help from text</p> <p>(a) Experts question the summer breaks given to children because breaks _____.</p> <p>(b) Students are kept busy during the summer vacation _____.</p> <p>(c) The writer's happiest memories of childhood were centred around _____</p> <p>(d) Summer break in the present times are a way of _____.</p>	4 1 1 1 1
2.2	<p>Fill in the blanks using one word only.</p> <p>The realization that children's summer breaks are (a) _____ with a plethora of activities makes one conclude that they are doing (b) _____.</p> <p>Holidays have now turned into a (c) _____ for new experiences.</p> <p>These are far removed from the times when summer breaks were a time of (d) _____ with the extended family.</p>	4

No.	Questions	Marks
2.3	<p>Find words/phrases which mean the same as</p> <p>(i) clearly seen or understood (para 1)</p> <p>(ii) excess (para 1)</p> <p>(iii) state as a fact, declare formally (para 2)</p> <p>(iv) beyond what is usual (para 3)</p>	<p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>SECTION B – WRITING</p>		<p>30</p>
Q. 3	<p>You are Saurabh / Sapna Gupta, the Sports Captain of Birla Public School, New Delhi. Draft a notice informing the members of the School football team about a special coaching camp that is being organised in the school premises during the summer vacations. Inform the team members of the presence of eminent Indian Footballers during the duration of the Camp. Write the notice in not more than 50 words.</p>	<p>5</p>
Q. 4	<p>Rani / Rakesh visited Ranikhet during summer vacation and experienced oneness with nature. He/she decided to send a postcard to a friend describing the beauty and serenity of this picturesque hill station and advising her/him to plan a trip to Ranikhet in the near future. Write the postcard in not more than 50 words.</p> <div data-bbox="422 1518 1168 1951" style="border: 1px solid black; height: 193px; margin: 10px auto; width: 467px;"></div>	<p>5</p>

No.	Questions	Marks
		
Q. 5	<p>You are Rohan / Ragini. During a visit to Mumbai you happened to visit the sets of a television reality show featuring children. The long shooting hours made you wonder whether the children were losing their precious childhood years, which should have been spent enjoying a carefree life in the lap of nature rather than satisfying the desires of over ambitious parents and contributing to the family income. Write a letter to the Editor of a leading National daily expressing your concern in not more than 150 words. Take ideas from the hints given below :</p> <ul style="list-style-type: none"> • Loss of innocence • Neglect of Studies • Overriding parental ambition. • Burdened with responsibilities at tender age 	10
Q. 6	<p>Over the years there has been a steady increase in the number of students from different towns and cities of India seeking admission in colleges in the metropolitan cities. As a consequence, colleges in the metros have failed to accommodate the rising number of students due to severe shortage of seats. Write an article for your school magazine drawing attention to the anxiety and pressure faced by students during admission time, using your own ideas and ideas from the visual given below. Suggest ways to combat the shortage of seats. Write the article in about 200 words. You are Mohan / Mohita , a student of AKS International school, Agra.</p>	10

No.	Questions	Marks
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SECTION C - GRAMMAR

Q. 7 Look at the notes given below and complete the paragraph that follows. Do not add any new information. Write the answers against the correct blank numbers in your answer sheet. **20**
4

Russian Scientist – evacuate – research station – built – ice floe – drift – western – Arctic ocean – global warming – melt – ice early – force – left – ahead of schedule

According to newspaper reports, Russian scientists (a) _____ a research station. The research station (b) _____ on an ice floe drifting in the western Arctic Ocean. Global warming is (c) _____ the Scientists to (d) _____ ahead of schedule, because of early melting of ice. 1
1
1
1

Q. 8 In the following paragraph, one word has been omitted from each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined. **4**

No.	Questions	Marks
	<p>Not a mood to waste time the University reopens, the Dyal Ram College, affiliated to Delhi University is organizing orientation program the Freshers on Monday. The session is organized for two days before new session kicks. The college wants organize the orientation session because they want to start off regular classes from very first day.</p> <p style="text-align: right;">eg. Not <u>in</u> a (a) (b) (c) (d) (e) (f) (g) (h)</p>	
Q. 9	<p>In the passage given below, fill in each blank with one word only. Write the correct word in your answer sheet against the correct blank numbers.</p> <p>After a tepid (a) _____ half, this year car-makers are planning (b) _____ new launches in the (c) _____ months, hoping (d) _____ will bring buyers back to a market that has seen demand (e) _____ amid rising cost (f) _____ finance. The headline grabber (g) _____ to be Tata's Nano-the (h) _____ cheapest car.</p>	4
Q. 10	<p>Read the conversation given below and complete the passage that follows. Write the answers against the correct blank numbers. Do not copy the whole sentences.</p> <p>Karan : Are you going to attend Vikram's birthday party ?</p> <p>Rohit : I am not sure if my mother will permit me to go .</p> <p>Karan : You can tell your mother that all of us are going to the party.</p> <p>Rohit : She knows that all my friends are going, but she also wants me to do well in tomorrow's English unit test.</p> <p>Karan asked Rohit (a) _____ attend Vikram's birthday party. Rohit replied that (b) _____ him to go. Karan advised Rohit (c) _____ were going to the party. Rohit told Karan that his mother was aware that all his friends</p>	4

No.	Questions	Marks
Q. 11	<p>were going but (d) _____.</p> <p>Look at the newspaper items given below. Use the information in the Headlines to complete the paragraphs. Write the answers against the correct blank numbers in your answer sheet.</p> <p>(a) Two pilgrims killed in Amarnath shrine stampede Two Pilgrims to _____ in a stampede near the cave.</p> <p>(b) Hundreds of US N-parts Lost The US military _____ sensitive nuclear missile components.</p> <p>(c) Dead fish flood Satluj-Beas Canal Drinking water supply to several areas in Punjab has been stopped after _____ dead fish.</p> <p>(d) Ribbery undergoes surgery successfully Berlin : France midfielder Franck Ribbery _____ on his injured left ankle on Thursday.</p>	<p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
	<p>SECTION D - LITERATURE</p>	<p>30</p>
Q. 12	<p>Read the extract given below and answer the questions that follow. Write the answers in your answer sheet in one or two lines only. Number the answers correctly.</p> <p><i>O Wild West Wind, thou breath of Autumn's being, Thou, from whose unseen presence the leaves dead Are driven, like ghosts from an enchanter fleeing.</i></p> <p>(a) Which season of the year is depicted in the poem?</p> <p>(b) Identify the figure of speech in the first line.</p> <p>(c) Explain <i>like ghosts from an enchanter fleeing</i>.</p> <p style="text-align: center;">OR</p>	<p>3</p> <p>1</p> <p>1</p> <p>1</p>

No.	Questions	Marks
	<p><i>This dream is all amiss interpreted ; It was a vision fair and fortunate</i></p> <p>(a) Who speaks these lines and to whom are they addressed ? Who had misinterpreted the dream ?</p> <p>(b) What is the speaker's interpretation of the dream ?</p>	<p>2</p> <p>2</p>
Q.16	<p>'The Christmas Carol' depicts the transformation of a selfish miser into a kind and benevolent man . Comment.</p> <p style="text-align: center;">OR</p> <p>How does Charles Dickens bring out the spirit of Christmas in 'The Christmas Carol' ?</p>	<p>4</p>
Q.17	<p>'We were in the war too but we were children'. What does the narrator mean by this statement ?</p> <p style="text-align: center;">OR</p> <p>Why were the scientists unhappy with Ch-tsal?</p>	<p>4</p>
Q.18	<p>Imagine you are Babuli's wife. Write a diary entry expressing your reactions once Babuli informs you of his decision of giving his share of land to his elder brother.</p> <p style="text-align: center;">OR</p> <p>Imagine you are the postmaster. Since you have realised the pain Ali has gone through, you are full of remorse. Write a letter to your friend</p>	<p>8</p> <p>8</p>
<p>ENGLISH – COMMUNICATIVE</p>		

MARKING SCHEME - Sample Question Answer - I
SECTION-A READING
20 MARKS

Note : Section A tests the candidate's ability in reading only. Marks should be awarded if the answer can be clearly understood.

Q 1. ROAMANCING THE RAIL

1.1 Objective : To identify main points of the text.
Marking : 8 Marks – 1 mark for each correct answer.

No penalty for spelling, grammar. Accept any other answer equal in meaning to the answers given below.

Answers :

- (a) the reason why trains have such a special place in our lives (1 mark)
- (b) a generation brought up on the dubious pleasure of cheap air travel (1 mark)
- (c) the scene outside grew more rustic, even picturesque (1 mark)
- (d) (i) Farmers had an independent existence outside story books
(ii) Introduction to a new India that was far removed from the bland boundaries of middle-class urban existence (1+1=2 marks)
- (e) Complexities of the society that we live in (1 mark)
- (f) (i) Reading books on mythology.
(ii) Appreciating the rustic picturesque scene outside. (1+1= 2 marks)

Q 2. SUMMER BREAKS

2.1 Objective : To identify and understand main parts of the passage
Marking : 4 marks
(1 mark for each correct answer)

Accept any answer equivalent in meaning to the answers given below

Answers :

- (a) disrupt children's development and come in the way of learning process (1 mark)
- (b) engaged in a variety of courses/classes/camps/workshops and in trips taken in the name of holidays (1 mark)
- (c) the annual ritual of homecoming and affirmation (1 mark)
- (d) detaching from work and refueling ourselves (1 mark)

- 2.2 Objective** : To identify and understand main parts of the text.
- Marking** : 1 mark for each correct answer
- Answers** : (a) packed/crammed (1 mark)
 (b) much (1 mark)
 (c) search (1 mark)
 (d) bonding (1 mark)
- 2.3 Objective** : To deduce the meanings of unfamiliar lexical items.
- Marking** : 4 marks – 1 mark for each correct answer.
- Answers** : (i) apparently
 (ii) plethora
 (iii) affirmation
 (iv) extraordinary.

SECTION B - WRITING

30 MARKS

- Q 3. NOTICE : COACHING CAMP** **TOTAL MARKS 5**
- Objective** : To use an appropriate style and format to write a notice.
 To decode information from one text type to another.
- Marking** : Format : 2 marks, Content : 3 marks
- Format** : Notice, School, Heading (½ mark)
 Date (½ mark)
 Writer's name and designation (½+½ mark)
- Content** : Mention coaching camp (1 mark)
 Duration, Timing, Venue (1 mark)
 Mention presence of eminent footballers (1 mark)
- Q 4. POST CARD : PICTURESQUE RANIKHET** **TOTAL MARKS 5**
- Objective** : To use an appropriate style and format to write a postcard.

Marking :	Format : 2 marks, Content : 3 marks	
Format :	Date & Place	½ mark
	Receiver's Name and Address	1 mark
	Complimentary close and Signatory	½ mark
Content :	- Scenic beauty of Ranikhet.	1 mark
	- Rejuvenating for the mind and body	1 mark
	- Advising friend to plan a trip to savour the beauty of the hill town	1 mark

Q 5. LETTER TO THE EDITOR : CHILDREN IN REALITY SHOWS TOTAL MARKS 10

Objectives : To write in a style appropriate to a formal letter.

Marking : Marking should be in accordance with the Writing Assessment Scale. (Content-4, Fluency-3, Accuracy-3)

Under content, credit should be given for the candidate's creativity in presenting his/her own ideas. However, some of the following points be included. Maximum of one mark is to be deducted from total for improper layout. Layout includes sender's address, date, editor's address, subject, salutation and complimentary close.

Note : Refer to the Writing Assessment Scale.

Content :

- The joys of childhood/growing up
- tough working conditions
- Consequences of children participating in reality shows
- Parental pressure and complete neglect of the basic needs of a child.

Q 6. ARTICLE : COLLEGE ADMISSIONS TOTAL MARKS 10

Objective : To plan, organise and present ideas coherently.

Marking : Marking should be in accordance with the Writing Assessment Scale. (Content-4, Fluency-3, Accuracy-3)

Layout : Up to 1 mark may be deducted if layout is incorrect.

Layout should include title of the article, name of the writer

Under content, credit should be given for the candidate's creativity in presenting his/her own ideas. However, some of the following points be included.

Note : Refer to the Writing Assessment Scale

- Content :**
- dwindling numbers of seats in Colleges.
 - anxiety faced by students during admissions
 - need to increase seats / open colleges.
 - need to develop quality of education in other Indian towns & cities.

SECTION C - GRAMMAR

20 MARKS

Q 7. GAP FILLING- EVACUATING RESEARCH STATION TOTAL MARKS 4

Objective : To expand notes into a meaningful piece of writing.
To write in a clear and grammatically correct language.

Marking : 1 mark for each correct answer.

- Answers :**
- | | |
|--------------------|--------|
| (a) are evacuating | 1 mark |
| (b) is built | 1 mark |
| (c) forcing | 1 mark |
| (d) leave | 1 mark |

Q. 8 OMITTING – ORIENTATION PROGRAM TOTAL MARK 4

Objective : To test the accurate use of grammatical items.

Marking : ½ mark for each correct answer.

Marks should be awarded if the correct answer is underlined and the preceding and following words mentioned.

- Answer :**
- (a) time before the
 - (b) organising an orientation
 - (c) program for the
 - (d) is being organised
 - (e) before the new
 - (f) Kicks off.The
 - (g) Wants to organise
 - (h) From the very

Q 9. GAP FILLING – CAR LAUNCHES TOTAL MARKS 4

Objective : To test the accurate use of grammatical items.

Marking : ½ mark for each correct answer.

- Answer :**
- (a) first
 - (b) several/many
 - (c) coming
 - (d) these
 - (e) falling
 - (f) of
 - (g) has
 - (h) world's

Q 10. NARRATION – KARAN AND ROHIT

TOTAL MARKS 4

Objective : To test use of reported speech.

Marking : 4 marks. 1 mark for each correct answer.

- Answer :**
- (a) whether he was going to
 - (b) he was not sure if his mother would permit.
 - (c) to tell his mother that all of them.
 - (d) she also wanted him to do well in his English unit test, the following / next day .

Q 11. HEADLINE EXPANSION

TOTAL MARKS 4

Objective : To test the ability to transform sentences appropriately and in context.

Marking : 1 mark for each correct answer.

- Answers :**
- (a) the Amarnath Shrine were killed.
 - (b) has lost hundreds of
 - (c) the Satluj-Beas Canal was found flooded / was flooded with dead fish.
 - (d) underwent a successful surgery.

SECTION-D LITERATURE

30 MARKS

General Instructions : This section is meant to test the student's familiarity with and appreciation of the set texts.

Q 12. Option 1 : ODE TO WEST WIND

TOTAL MARKS 3

Objective : To test the global and local understanding of the poem.

Marking : 3 marks.

- (a) Autumn 1 mark
- (b) Alliteration/Apostrophe/Personification 1 mark
- (c) An enchanter drives away ghosts and evil spirits. It is fear that drives them away.

Similarly dead leaves get scattered by the power of the west wind 1 mark

Option 2.

- a) because they hide the blemishes of the person 1 mark
- b) because she does not want to accept the reality that she is ageing 1 mark
- c) refers to the lady wringing her hands in despair/her emotional reaction to the thought of growing old 1 mark

Q 13. Option 1. NIGHT OF THE SCORPION

TOTAL MARKS 3

Objective : To test the global and local understanding of the poem.

Marking : 3 marks

Content :

- (a) 10 hours of steady rain had forced him to seek shelter beneath a sack of rice 1 mark
- (b) - flashes its tail like lightning in the dark night and stings mother- scorpion's poison is evil and vicious like that of the devil. 1 mark
- (c) twisted and groaned in pain 1 mark

Option 2. The frog and the nightingale

- a) the frog's interest in her singing 1 mark
- b) animals from all around came to hear her sing 1 mark
- c) No, creatures stopped coming when her singing became uninspired 1 mark

Q 14. THE NIGHT OF THE SCORPION

TOTAL MARKS 4

Objective : knowledge of theme and setting of the poem

Marking : 4 marks

Note : No penalty for exceeding the word limit

Answer :

- chant name of God instead of attending to mother.
- consider scorpion bite to be the result of past evil deeds.
- immediately come to mother's rescue and pray for her.
- sit around the victim and sympathise with her.

OR

THE RIME OF THE ANCIENT MARINER

- burden of sin and guilt too heavy for mariner .
- desperately needs someone to hear his story.
- narrating the story has humbling effect on mariner.
- helps lift off burden.

Q 15 **JULIUS CAESAR**

TOTAL MARKS 5

Objective : To test local and global comprehension of the text.

Marking : 4 marks

Note : No penalty for exceeding the word limit

Content :

- (a) Decius Brutus addresses these lines to Julius Caesar. 2marks
Calpurnia had misinterpreted her dream.
- (b) the dream symbolises Caesar's spirit or influence. 2marks
Rome will derive sustenance from Caesar

Q16. **A CHRISTMAS CAROL**

TOAL MARKS 4

Objective : To test knowledge of theme and setting of the play.

Marking : 4 marks

Note : No penalty for exceeding the word limit

Content :

- Show how Scrooge, a miserly, shrewd, callous and selfish man changes
- had dismissed Christmas celebrations as ' humbug '
- had chased away Fred and gentleman seeking charity
- transforms after visit by the three spirits and spirit of Jacob Marley
- raises Bob Cratchit's salary, provides doctors for Tiny Tim / becomes second father to Tiny Tim.
- takes nephew Fred into business

OR

- Dicken's intention : awakening of loving and forbearing thoughts.
- creates anti - Christmas figure
- depicts rejoicing and festivities associated with Christmas
- Scrooge's transformation shows affirmation of the spirit of Christmas

Q 17. **THE ULTIMATE SAFARI**

TOTAL MARKS 8

Objective : To test global comprehension and extrapolation of text.

Marking : 4 marks

Note : No penalty for exceeding the word limit.

Content :

- children caught in the cross - fire
- were victims of war like grandparents
- rendered homeless; parents went missing
- displaced from village; bore brunt of war

OR

- had tried everything to cure him
- were unable to find what was ailing him
- this made them feel incompetent

Q 18. **THE TRIBUTE**

TOTAL MARKS 8

Objective : To test extrapolation of the text .

Note : Up to 2 marks may be deducted for expression.

No marks should be deducted for incorrect layout.

No penalty for exceeding word limit

Question 18 is marked slightly differently from the other literature questions. In this question the student is asked to produce a piece of creative writing based on one of the literature texts. The main aim of this question is to assess student's understanding and appreciation rather than their writing ability, so the marks for the question are also awarded for content. However, since this is an extended writing task, written expression cannot be ignored and therefore there is a penalty in question 17 for poor expression.

Marking : 8 marks

The marks are to be awarded for content out of 4 as per the Writing Assessment Scale and then multiplied by two to give a total of 8, which is the maximum mark for this question. However, where a student's expression is particularly poor, **up to 2 marks may be deducted out of marks obtained as per the Writing Assessment Scale.**

CONTENT : This answer can have two responses :

- She is upset
- dream of a comfortable life shattered
- will have to manage without refrigerator/scooter/jewellery
- She accepts the decision

- Babuli's decision may be right
- listened to voice of conscience
- I should draw inspiration from his decision

OR

THE LETTER

- desperately waiting for news of his daughter
- can empathise with Ali and experience his pain
- torn by remorse and repentance
- I must suffer for my misdeeds

BLUE PRINT
SAMPLE QUESTION PAPER-II
ENGLISH COMMUNICATIVE-CLASS X

QA	SECTION	SKILL/SUB SKILL	OBJECTIVE OF QUESTIONS/SUB QUESTIONS	TOTAL MARKS
	A : READING			20 marks
1	1.1 a) SA b) SA c) SA d) SA e) SA f) SA g) SA h) SA	(a-h) Understanding the text	Comprehension	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark
2	2.1 a)VSA b)VSA c)VSA d)VSA e)VSA f)VSA	<ul style="list-style-type: none"> • Understanding the Text • Understanding relations between different parts of a text 	Comprehension	½ mark ½ mark ½ mark ½ mark ½ mark ½ mark
	2.2 a)S A b)S A c)S A d)S A	Identifying correct words	Comprehension	1 mark 1 mark 1 mark 2 marks
	2.3 a) V S A b) V S A c) V S A d) V S A	Identifying correct words	Vocabulary Testing	1 mark 1 mark 1 mark 1 mark
	B : WRITING			30 marks
3	NOTICE	Presenting the notice in the correct format within the word limit with the required details	Testing ability to write a notice	5 marks

4	Post Card	Presenting the message in the correct format within the word limit with required details	Application Testing Short writing skills, ability to write a postcard	5 marks
5	Letter writing	Formating, organisation, coherence, fluency	Testing ability to write a letter Higher Order Thinking Skills	10 marks
6	Writing a speech	Formating, organisation, coherence, fluency	Testing ability to writing a speech	10 marks
	C: GRAMMAR			20 marks
7	a) SA b) SA c) SA d) SA e) SA	Ability of presenting ideas coherently in a sequence	Testing ability to supply meaningful words in the incomplete sentences	1 mark 1 mark 1 mark 1 mark 1 mark
8	a)VSA b)VSA c)VSA d)VSA e)VSA f)VSA g)VSA h)VSA	Using the correct grammatical forms	Testing knowledge of verb forms, preposition, determiners, conjunction	½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark
9	a)S A b)S A c)S A d)S A	Reordering sense groups into a syntactically correct and complete sentence	Testing ability to reorder sense groups into a syntactically correct and complete sentence	1 mark 1 mark 1 mark 1 mark
10	a)S A b)S A c)S A	Use correct vocabulary and grammatical form	Testing ability to provide the correct vocabulary and grammatical form from the instructions	1 mark 1 mark 1 mark
11	a)S A b)S A c)S A d)S A	Writing correctly in reported speech	Testing the correct use of personal pronouns verb forms in reported speech	1 mark 1 mark 1 mark 1 mark

	D : LITERATURE			30 marks
12	a)S A	Poetry Appreciation	Understanding	1 mark
	b)S A	Poetry understanding	Understanding	1 mark
	c)S A	Poetry understanding	Understanding	1 mark
13	a)S A	Poetry interpretation	Appreciation	1 mark
	b)S A	Poetry interpretation	Appreciation	1 mark
	c)S A	Poetry Appreciation	Appreciation	1 mark
14	Long Answer	Understanding the poem	Presenting the ideas coherently and Higher order Thinking skills	5 marks
15	Long Answer	Knowledge understanding interpretation	Knowledge of text, Understanding Interpretation	4 marks
16	Long Answer	Knowledge of text and Understanding the deeper meaning	Testing textual knowledge and Testing interpretation	4 marks
17	Long Answer	Global interpretation of the text	High Order skills, Thinking Ability of thinking beyond the text	8 marks

SAMPLE PAPER-2
Subject Code : 101

TIME : 3 hours

Maximum Marks : 100

General Instructions :

- (i) **This paper consists of four sections –**

Section A	Reading	20 marks
Section B	Writing	30 marks
Section C	Grammar	20 marks
Section D	Literature	30 marks

Instructions :

- (i) Attempt **all** questions.
- (ii) Do **not** write anything in the question paper.
- (iii) All the answers must be correctly numbered as in the question paper and written in the answer sheet provided to you.
- (iv) Attempt all questions in each section before going on to the next section.
- (v) Read each question carefully and follow the instructions.
- (vi) Strictly adhere to the word limit given with each question. Marks will be deducted for exceeding the word limit.


SECTION A - READING

20

No.	Questions	Marks
Q 1.	<p>Read the passage carefully and answer the questions that follow</p> <p style="text-align: center;">Women Liberation in BPOs</p> <p>BPOs have often been faulted for the lack of women in their senior managerial positions. "Communication and self-expression are the key challenges that women working in the BPO sector face today. These problems arise from lack of confidence," says the CEO of sitagita.com, a blog for women who work in BPOs.</p> <p>Not all BPO women are considered to be confident and at par with their male colleagues. Women at the senior level may be very confident but lower rung employees have a long way to go.</p> <p>Another interesting angle to the debate on female self-expression is the number of women from small towns and conservative backgrounds who are new to the BPO culture. What awaits them at the industry is a complete cross cultural dilemma - a new work culture, pressure of deadline and never experienced before graveyard shifts. Such dilemmas tend to worsen when self-expression is curtailed or not encouraged.</p> <p>Employers do not present the full picture of the industry to prospective candidates. All is not rosy at the hiring stage. No employer comes forward to tell the flip side of the story.</p> <p>"Life has taken a turn since I started blogging. I hardly get time to talk to friends or family members because of work pressure. But my blog helps me express my thoughts and feelings to so many people who are facing problems similar to mine," says a BPO employee.</p> <p>The sector wants more women to join. The companies, especially, are looking at women for the stability factor. The current man: woman ratio in the BPO sector is 69:31. And the number of women is set to rise. So sitagita.com is a platform that women can use to express their concerns. (Metronow, 15 September,08 - 287 words)</p>	8
1.1	<p>Complete the following statements by filling the blanks</p> <p>(a) BPOs are often criticised _____ .</p> <p>(b) Lack of confidence in women results in _____ .</p> <p>(c) According to the CEO of sitagita.com not all women _____ .</p> <p>(d) Two problems faced by small town women are (i) _____ and (ii) ____ .</p> <p>(e) At the time of employment the candidates are shown _____ .</p>	8

No.	Questions	Marks
Q. 2	<p>(f) One of the advantages of 'blogging' is _____ .</p> <p>(g) 'Graveyard shift' in para 3 refers to _____ .</p> <p>(h) sitagita.com helps women _____ .</p> <p>Read the passage carefully and answer the questions that follow</p> <p style="text-align: center;">Mind Your Language</p> <p>1. CHANGE is often met with suspicion, and the rapidly raging SMS culture is no exception. As the world and its children went 'mobile', the cell phone's most-loved feature – Short Message Service (SMS) – became the handiest tool of communication.</p> <p>Beside convenient templates like 'I'll be late', 'I'm busy right now', and even 'I'm sorry' SMS is now used to convey all kinds of emotions, jokes, SOS alerts, news and entertainment information. The language, which converted 'too' to '2', 'you are' to 'ur' and 'take care' to 'tc', among the million other sms' isms, may well have begun to save space and cost. However, the conundrum of figuring out newly coined short forms caught on with such fervour that despite the rapidly declining rates offered by phone companies, the trend continues.</p> <p>2. Students and young professionals often employ this 'half baked' language to almost all aspects of their lives. "Five out of 10 resumes I see are peppered with SMS language", reveals an HR executive adding, "Beside coming across as highly unprofessional, these CVs are instantly rejected, even though the qualifications may be up to the mark."</p> <p>3. SMS lingo has also invaded the usually meticulous examination system, with students of all classes almost subconsciously using short forms in their answer papers. "We have made it a policy to cut half a mark per short form in class and unit tests. Children have failed, but the trend continues," laments an English teacher at a suburban school.</p> <p>4. But are the youth in tune with these complaints? "I don't see any harm in using short forms, as long as the message is clear, and these days everyone does understand the commonly used SMS language," claims a 22 year-old young professional.</p> <p>5. Most English words are twice as long as they need to be, staggering under a weight of unvoiced vowels and surplus consonants. Surely pupils are saving paper</p>	12

No.	Questions	Marks
	<p>and helping examiners with their brevity. All change must start somewhere and already a million fingers are tapping out a revolution.”</p> <p>6. Sitting firmly on the other side of the fence, a journalist asserts, “That English is a funny language is the biggest cliché of all, but to lambast the rules of spelling in the manner that SMS does, is immature and despicable. We already have more forms of English than we can account for. Here we are trying to confer a common language on the globalising world in order to get all people to speak an understandable variety of the same basic language. And instead, we have to waste time and energy convincing people that further fragmentation of worlds, would be taking a long step back, and not forward.”</p> <p style="text-align: right;"><i>(Education Times, 21 July, 2008)</i> <i>(438 words)</i></p>	
2.1	<p>Complete the summary of the first two paragraphs of the passage by filling one word in each blank.</p> <p>(a) _____ is a way of life and the (b) _____ and its children have adopted the (c) _____ tool of adaptation which is referred to as (d) _____. In fact SMS language has become a (e) _____ and parcel of their life which has also not spared the (f) _____ system which is supposed to be the most transparent system.</p>	3
2.2	<p>Complete the following sentences taking help from the text</p> <p>(a) The two advantages of using SMSs are _____.</p> <p>(b) The CVs of highly qualified people have been rejected _____</p> <p>(c) ‘Half baked’ language in para 2 refers to _____</p> <p>(d) One point, each in favour of and against SMS is _____</p>	5 1 1 1 2
2.3	<p>Find words/phrases from the passage which mean the same as</p> <p>(a) A problem that is difficult to solve (para 1)</p> <p>(b) Careful attention to detail (para 3)</p> <p>(c) Convey through very few words (para 5)</p> <p>(d) intense dislike (para 6)</p>	4

No.	Questions	Marks			
SECTION B - WRITING					
Q.3	The Dramatics Club of Meera Public School is planning to stage the modern adaptation of Julius Caesar during the forthcoming Literary week. Draft a notice inviting student participation in the same. Invent the necessary details. You are Saurabh / Swati, President, Dramatics Club.	30 5			
Q.4	<p>You are Sunil/Sunita During your holidays, you attended a workshop on ‘Life Skills’ in which you learnt about stress management, creative writing, problem solving etc. Write a post card to your friend Vinod Lohia, 5 Krinimar Street, Mumbai about your experience in the workshop in not more than 50 words. Copy the format in your answer sheet.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border: 1px solid black; height: 100px;"></td> <td style="width: 33%; border: 1px solid black; text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto 20px auto;"></div> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> </td> <td style="width: 33%; border: 1px solid black; height: 100px;"></td> </tr> </table> </div>		<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto 20px auto;"></div> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/>		5
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto 20px auto;"></div> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/>				
Q.5	<p>You are Megha/Srigyan, a resident of Flat No. 101, Kailash Apartments, Sector 1, Dwarka. Write a letter to the Editor of The Times of India, making the people aware of the alarming situation that the ozone hole is still growing and what would be the consequences if this growth in ozone layer continues. Inform the readers that the students of some schools in Delhi march for a common cause on World Ozone Day. Appeal to the readers that they all should think seriously over the issue and take constructive steps to bring about a change in the situation. Use inputs given in the visual below</p> <div style="text-align: center; margin: 10px 0;">  </div>				

No.	Questions	Marks
Q.6	<p>Read the following clipping from The Times of India</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Teach India had put a call out to ordinary citizens to spend two hours a week for a minimum of three months to teach underprivileged children who are willing to learn. The initiative aims to help under-educated children through a variety of programmes, including basic education, support classes and even story-telling. It emphasises easy to teach programmes in which simple topics are taught to primary school children either on a one-on-one or small group basis. This, you feel, is the perfect combination as it brings together children in need of education and people who can contribute a little time towards teaching.</p> </div> <p>On the occasion of International Literacy Day (08 September), draft out a speech in not more than 200 words taking ideas from the unit “Education” of your MCB coupled with your own, to address your school assembly about this initiative and urge students to become a part of such initiatives stating reasons why they are duty bound to do so.</p>	10
	<p>SECTION C - GRAMMAR</p>	20
Q.7	<p>Raman is a reporter of ‘The Times of India’. He was sent to write a report on a bomb blast in a market place. Using the information from his note – pad, complete the paragraph by writing suitable words or phrases in each space. Do not add any new information.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Market place – destroy – bomb – 7 ‘O’ clock – 200 people burnt alive-two young men-seen speeding off-CM assured arrest of culprits.</p> </div> <p>The citizens of Jaipur were shocked when its (a) _____ by a (b) _____. The place was crowded and about (c) _____. Witnesses say that (d) _____ on a two wheeler soon after the blast. The CM assured the people that (e) _____.</p>	5
Q.8	<p>The following passage has not been edited and there is one error in each line. Write the incorrect word and the correction in you answer sheet against the correct number.</p> <p>Peer counselling can best be describe as a healthy (a) _____ interaction within youngsters, whereby one performs (b) _____ the role of the mentor, while the others seek guidance (c) _____ through the much unfamiliar by–lanes of student life. (d) _____</p>	4

No.	Questions	Marks
Q.9	<p>In fact, the roles of both is interchangeable within (e) _____ the flexible gamut of peer counselling, as that the (f) _____ process and their outcome are both enjoyable (g) _____ and helpful in overcome the phenomenon of peer pressure (h) _____</p> <p>Following are some of the characteristics of student life but they are in jumbled form. Rearrange them into meaningful sentences and write the answers in your answer sheet against the correct number.</p> <p>One example has been done for you.</p> <p>Characterized / labyrinth of / decisions / is / by / a / student life / choices / and conflicts. Student life is characterized by a labyrinth of choices, decision and conflicts.</p> <p>(a) Academic performance / a toll / course options / juggling / often takes / between / on youngsters / and (b) Often aid / final decision / peers / you / a / can / in making. (c) Listening / more / their / students are / peers / prone to / to (d) Where you want / typically / where you are / to head next / as peers / coming from / know / and.</p>	4
Q.10	<p>Look at the news items given below. Then use the information in the headlines to complete the sentences.</p> <p>(a) BAN ON WOMAN STEREOTYPE ADS The National Commission for Women said it (a) _____ on television advertisements "Stereotyping the role of women".</p> <p>(b) BIKERS SHOOT DEAD PROPERTY DEALER Two bike-borne assailants (a) _____ a property dealer near Bawana in Rohini, around 11:30 p.m. on Sunday</p> <p>(c) US TO PROBE PAK ROLE IN KABUL BLAST President Bush said US (a) _____ Afganistan's charges that Pakistan (b) _____ in the blast on the Indian Embassy.</p>	3
Q.11	<p>Read the following conversation between Iris and Tom. Report the conversation that they have exchanged. The first one has been done for you as an example.</p> <p>Iris : Hi, Tom, How are you?</p>	4

No.	Questions	Marks
	<p>Tom : Life's rather tough. I desperately need a job.</p> <p>Iris : We have a vacancy in our office for the post of an Accounts Officer. But, will you like to go abroad?</p> <p>Tom : I have no problem.</p> <p>Iris on meeting Tom asked him how he was. Tom replied that (a) _____. Iris told him (b) _____. To that Tom (c) _____. Iris enquired d) _____ and Tom replied that he had no problem with that.</p>	
	<p>SECTION D - LITERATURE</p>	<p>30</p>
Q.12	<p>Read the extract given below and answer the questions that follow :</p> <p><i>“And I had done a hellish thing, And it would work 'em woe: For all averred, I had killed the bird That made the breeze to blow.”</i></p> <p>(a) Name the poem and the poet. 1</p> <p>(b) What is the 'hellish thing' referred to here? 1</p> <p>(c) What were the consequences they had to face as a result of the 'hellish thing'? 1</p> <p style="text-align: center;">OR</p> <p><i>“You must make your public happier; give them something sharper, snappier; we must aim for better billings, you still owe me sixty shillings”</i></p> <p>(a) Who is giving this advice and to whom? 1</p> <p>(b) How was the speaker benefited in two ways? 1</p> <p>(c) Who does the word 'public' refer to? 1</p>	
Q.13	<p>Read the extract given below and answer the questions that follow</p> <p><i>“Each morning it is her face that replaces the darkness In me she has drowned a young girl, and in me an old woman Rises towards her day after day like a terrible fish.</i></p>	

No.	Questions	Marks
	(a) What replaces the darkness? (b) What does the poet mean by the line ' <i>she has drowned a young girl</i> ' (c) Why does the poet refer to the <i>fish</i> in the last line?	1 1 1
	<p style="text-align: center;">OR</p> <p><i>"I watched the flame feeding on my mother I watched the holy man perform his rites to take the poison with an incantation".</i></p> (a) What is the mental state of the poet? (b) What is the holy man doing? (c) What is the 'poison' referred to in the above lines?	1 1 1
Q.14	How does the poet in ' <i>The Ode to the West Wind</i> ' express his desire to escape the ' <i>thorns of life</i> ? Write your answer in 75 words.	4
	<p style="text-align: center;">OR</p> What does the poet hope towards the end in the poem ' <i>The Ode to the West Wind</i> '? Write your answer in 75 words.	4
Q.15	<p>Read the following and answer the questions that follow</p> <p><i>MARLEY : Business! Mankind was my business. The common welfare was my business; charity, mercy, forbearance and benevolence were all my business. But I heeded none of these. Instead, I thought only of money.</i></p> (a) What does Marley mean when he says, ' <i>Mankind was my business</i> '? (b) Why did Marley not heed his business?	2 2
Q.16	Though both Brutus and Antony address the public of Rome before Caesar's funeral, there is a basic difference between the two. Bring out this contrast. Your answer should not exceed 75 words.	4
	<p style="text-align: center;">OR</p> What fearful dream of Caesar does Calpurnia see? What meaning does she derive?	

No.	Questions	Marks
Q.17	<p>Briefly describe how the post office became a place of pilgrimage for Ali. Also describe the attitude of others towards him. Your answer should not exceed 75 words.</p> <p style="text-align: center;">OR</p> <p><i>“In the entire house, there was an air of stillness of the graveyard.”</i> What made Babuli feel as such when he reached home? Your answer should not exceed 75 words.</p>	4
Q.18	<p>You are Cutie Pie’s mother. After getting news from Cutie Pie that he was safe on Earth, you decide to write a letter to your friend mentioning his adventures on Earth. Your answer should be in 150-175 words.</p> <p style="text-align: center;">OR</p> <p>Imagine the grandmother receives a letter from a friend who has asked about life in the camp. Write a letter in reply to that letter.</p>	8

SAMPLE QUESTION PAPER - II
MARKING SCHEME
SECTION-A : READING

1.1 Objective : To adopt different strategies for a literary text.
To identify the main points of a text.

Marking : 1 mark for each correct answer.

- (a) for the lack of women in the senior managerial posts.
- (b) their inability to communicate and express themselves.
- (c) are confident and at par with their male colleagues.
- (d) (i) pressure of deadlines (ii) new work culture
- (e) a rosy picture and not the flip side of the story.
- (f) that people can express their thoughts and feelings with those who are facing the same problem.
- (g) odd working hours in the BPOs.
- (h) to find a platform to express their concerns.

2. Objective : To identify the main points of a text.

To understand relations between different parts of a text.

To deduce the meaning of unfamiliar lexical items in a given context

- 2.1
- (a) change
 - (b) world
 - (c) handiest
 - (d) SMS
 - (e) part
 - (f) examination

Marking : ½ mark for each correct answer;

Accept any other answer equivalent in meaning to the answer given below.

- | | | | |
|-----|-----|--|---|
| 2.2 | (a) | it is the handiest tool of communication and saves energy and time | 1 |
| | (b) | because they use SMS language | 1 |
| | (c) | incomplete, immature | 1 |

- (d) For - most English words are twice as long as they need to be, staggering under a weight of unvoiced vowels and surplus consonants so it saves time and paper. 2 Marks

Against – it lambasts the rules of spelling in the manner that SMS does, which is immature and despicable.

Objective : To deduce the meaning of unfamiliar lexical items.

Marking : 1 mark for each correct answer

- 2.3 (a) conundrum
(b) meticulous
(c) brevity
(d) despicable

SECTION-B : WRITING

NOTICE

3. **Objective : To use an appropriate style and format to write a notice** 5 marks

Marking :

Format includes 2 marks

- Name of school, the word NOTICE, subject & date 1 mark
- Writer's name & designation $\frac{1}{2} + \frac{1}{2}$ mark

Content 3 marks

Under content one mark should be given for each of the following points in the notice, provided that it is clearly and accurately expressed. Only half a mark should be awarded for each point which is largely correct, but includes minor inaccuracy in grammar, spelling or punctuation. If a student adds other relevant information, he should not be penalised.

- Staging of Julius Caesar
- Date, time, venue, participants
- Inviting student participation / auditions

4. **POST CARD**

Objective : To use appropriate style and format to write a post card

Marking : 5 marks

Format 2 marks

Content 3 marks

Format includes

- Date/Place $\frac{1}{2}$ mark
- Receiver's name / address $\frac{1}{2} + \frac{1}{2}$ mark
- complimentary close / signatory $\frac{1}{2}$ mark

Content	3 marks
• Different skills learnt	1 mark
• has become more confident	1 mark
• Advising friend to join such a course	1 mark

5. LETTER

Objective :

- to use an appropriate style to write a formal letter.
- to plan, organise and present ideas coherently from the input provided
- to present an argument

Marking : Marking should be in accordance with the writing assessment scale.

Content	4 marks
Fluency	3 marks
Accuracy	3 marks

Layout - Upto a maximum of 1 mark is to be deducted if layout is incorrect

Under **content**, credit should be given for the candidate's creativity in presenting his/her own ideas; however, some of the following points should be included

Value Points

- Ozone hole larger in 2008 than the previous year
- Ozone layer shields the earth from harmful ultra violet rays
- Ozone provides a natural protective filter against harmful ultra violet rays from the sun which can cause sunburn, cataracts and skin cancer and damage vegetation.
- Polar bears and other rare species could become extinct.
- Causes rapid melting of the Arctic Sea ice.
- People should reclaim the environment
- Ozone hole often created by a particular pollution, from chemicals often used in refrigeration some plastic foams or aerosol sprays which have accumulated in the atmosphere.

6. SPEECH

Objectives

- To write in a style appropriate for communicative purposes
- To plan, organize and present ideas coherently
- To write a clear account of cause – effect relationships
- To transcode information

Marking : Marking should be in accordance with the writing assessment scale.

Content **4 marks**

Fluency **3 marks**

Accuracy **3 marks**

Layout - Up to a maximum of 1 mark may be deducted if layout is incorrect

Under content, credit should be given for the candidate's creativity in presenting his/her own ideas; however, some of the following points should be included:

- About **Teach India** and its advantages
- Urge students-the various ways they can contribute-investing time and effort
- Why – duty - sense of purpose—achievement—general good

SECTION-C : GRAMMAR

7. **Objective :** To expand notes into a piece of writing. 5 marks
To express ideas in clear and grammatically correct English.

Marking : One mark for each space correctly filled in. The suggested answers below are for guidance only; alternative answers which are equally grammatical and meaningful should be given full marks. A half mark should be awarded for an answer which is largely correct, but includes minor inaccuracy in grammar, spelling or punctuation.

- (a) marketplace was destroyed
- (b) bomb blast at 7 o'clock
- (c) 200 people were burnt alive
- (d) two young men were seen speeding off
- (e) the culprits would be arrested

8. **Objective :** To use grammatical items accurately and appropriately, specifically: prepositions (3), determiners (1), connectors (2)

Marking : ½ mark for each correct answer. 4 marks

	INCORRECT	CORRECT
(a)	describe	described
(b)	within	among
(c)	the	a
(d)	much	many
(e)	is	are
(f)	as	so
(g)	their	its
(h)	in	to

9. **Objective :** **To re-order sense groups into a syntactically correct and complete sentence.**
- Marking :** 1 mark for each correct answer 4 marks
- (a) Juggling between course options and academic performance often takes a toll on youngsters
- (b) Peers can often aid you in making a final decision
- (c) Students are more prone to listening to their peers
- (d) As peers typically know where you are coming from and where you want to head next
10. **Objective :** **To use the given vocabulary from the headlines and change the grammatical form to produce the answer. To use grammatical nominalization (1) and tenses (3)**
- Making :** 1 mark for each correct answer 3
- (a) would seek a ban
- (b) shot dead
- (c) would probe : had a role
11. **Objective :** **To test the correct use of verb forms in reported speech**
- Marking :** 1 mark for each correct answer. 4
- (a) life was rather tough and he desperately needed a job
- (b) that they had a vacancy in their office for the post of an Accounts Officer
- (c) said that he had five years experience in a reputed firm as an Accounts Officer
- (d) if he would like to go abroad

SECTION-D : LITERATURE

30

The Rime of the Ancient Mariner

12. **Objective :** **To appreciate the use of language in the poem
To understand the setting and theme of the poem**
- Marking:** 3 marks
- (a) The Rime Of The Ancient Mariner and Samuel Taylor Coleridge.
- (b) The killing of the Albatross
- (c) They had to face harsh weather conditions. Scarcity of drinking water, rotten ocean and heat

or

THE FROG AND THE NIGHTINGALE

- (a) The frog is giving advice to the Nightingale.
- (b) (i) He earned money
(ii) got rid of the bird
- (c) it refers to animals in the bog.

13. **Objective :**
- **To appreciate use of language in the poem**
 - **To understand the setting and theme of the poem**

Marking : 3 marks

MIRROR

- (a) Face of the woman who comes to see her image
- (b) The woman critically examines and reviews her looks as the mirror has seen the lady in her childhood and youth.
- (c) Fish with its scales symbolises a woman who is ageing and is no longer attractive.

OR

Marking : 3 marks

NIGHT OF THE SCORPION

- (a) Utter confusion in the mind of the young boy
- (b) Scared performing some rites to ease the mother of the pain.
- (c) The poison of the scorpion which has bitten the mother.

14.

ODE TO THE WEST WIND

Objective : **To understand the local comprehension of the poem.**

Marking : 4 marks

Appeal to lift him as a wave, a cloud, a leaf, bleeding on the thorns of life, adversities, political tyranny and personal tribulations. Speeding his ideas and thoughts all over the universe.

OR

West Wind to drive his dead thoughts-to quicken new birth-scatter his words among the mankind- ashes and spark- West Wind to be the sound of prophecy- if winter comes can spring be far behind.

- ends the poem with an optimistic note.
- ushering of golden era having peace, liberty and happiness

A CHRISTMAS CAROL

15. **Objective :** To understand the relationship between man and nature in the play
Marking : 4 marks (2+2 marks)
- (a) His business was charity, forbearance, mercy and benevolence.
(b) He was busy minting money - a stingy man.

JULIUS CAESAR

16. **Objective :** To understand the characters in the play
Marking : 4 marks
- Mark Antony appealed to the emotions, refuted the charge against Caesar's will, speech stirred the sentiments- cited the reasons- Caesar refusing crown thrice - A thorough politician
- Brutus appealed to reason, blamed Caesar, cited reasons for killing Caesar- ambitious
- An idealist and patriot

OR

Objective : To understand the theme, plot and characters in drama.

Marking : 4 marks

Caesar's statue spouting blood-lusty Romans bathing their hands- Calpurnia afraid that Caesar might be killed.

THE LETTER

17. **Objective :** To test the comprehension and extrapolation from the text
Marking : 4 marks

A passionate father, missed his daughter, realized grief of separation inescapable, in spite of age and weakness he would visit the post office, neither rains nor biting cold affected him, became a ritual, people mocked at him, teased him by making false statements, postmaster called him a pest.

OR

THE TRIBUTE

- Total silence all around
- No one came to welcome him - neither sister - in - law nor the nephews
- Unusual atmosphere

- As if everyone was ready for the partition

CUTIE - PIE

18. **Objective :** To test extrapolation of the text

Marking : 8 marks

Cutie – Pie captured by a scientist, imprisoned, given hostile climatic conditions, lost his whiskers and feathers, no signal, manages to escape, feels lonely, meets Christopher, feels homesick, experiences joy and sorrows as humans do, taken away by a space ship from home

or

THE ULTIMATE SAFARI

Objective : To test extrapolation of the text

Marking : 8 marks

Hardships faced-families living in tents-separated by sheets of sacks-little privacy-vegetables grown near the tent-extra work- carried bricks-bought sugar, tea, milk, soap used advertising papers to cover the books- bought black shoes- specific about appearance and cleanliness.

**BLUE PRINT
SAMPLE QUESTION PAPER-III
ENGLISH COMMUNICATIVE – CLASS X**

QA	SECTION	SKILL/SUB SKILL	OBJECTIVE OF QUESTIONS/SUB QUESTIONS	TOTAL MARKS
	A : READING			20 marks
1	1.1 a)VSA b)VSA c)VSA d)VSA e)VSA f)VSA g)VSA h)VSA	(a-h) Understanding the poem	Comprehension	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark
2	2.1 a)S.A b)S A c)S A d)S A e)S A f)S A g)S A h)S A	Understanding the Text	Comprehension	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark
	2.2 a)VSA b)VSA c)VSA d)VSA	Identifying correct words	Vocabulary Testing	1 mark 1 mark 1 mark 1 mark
	B: WRITING			30 marks
3	Notice	Presenting the notice in the correct format within the word limit with the required details	Testing short writing skill of writing a notice	5 marks

4	Message	Presenting the message in the correct format within the word limit with required details	Testing ability and skill of writing a message	5 marks
5	Letter writing	formatting, organisation, Coherence fluency	Testing skill of writing a letter	10 marks
6	Article writing	formatting, organisation, coherence, fluency	Higher Order Thinking skills testing skills of writing an article	10 marks
	C : GRAMMAR			20 marks
7	a)VSA b)VSA c)VSA d)VSA e)VSA f)VSA g)VSA h)VSA	Finding out the words omitted	Testing knowledge of determiners, verb forms, prepositions, conjunction	½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark
8	a)VSA b)VSA c)VSA d)VSA e)VSA f)VSA g)VSA h)VSA	Providing the missing word	Testing knowledge of verb forms, prepositions, determiners, conjunctions	½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark ½ mark
9	a)S A b)S A c)S A d)S A	Writing correctly in reported speech	Testing the correct use of personal pronouns verb forms in reported speech	1 mark 1 mark 1 mark 1 mark
10	a)S A b)S A c)S A d)S A	Using the correct verb forms	Testing ability to provide the correct verb forms from the instructions	1 mark 1 mark 1 mark 1 mark

11	a)S A b)S A c)S A d)S A	Ability of presenting ideas coherently in a sequence	Testing ability to supply meaningful words in the incomplete sentences	1 mark 1 mark 1 mark 1 mark
	D : LITERATURE			30 marks
12	a)S A	Poetry Appreciation	Understanding	1 mark
	b)S A	Poetry understanding	Understanding	1 mark
	c)S A	Poetry understanding	Understanding	1 mark
13	a)S A	Poetry interpretation	Appreciation	1 mark
	b)S A	Poetry interpretation	Appreciation	1 mark
	c)S A	Poetry Appreciation	Appreciation	1 mark
14	Long Answer	Understanding the poem	Presenting the ideas coherently	4 marks
15	a)S A b)S A	Knowledge interpretation	Knowledge of text and Interpretation	2 marks 2 marks
16	Long Answer	Knowledge of text + Understanding the deeper meaning	Testing textual knowledge + Testing interpretation	4 marks
17	LA	Knowledge of text	Interpretation of text	4 marks
18	LA	Global Interpretation	Ability of thinking beyond the text	8 marks

ENGLISH - COMMUNICATIVE
SAMPLE PAPER-3
Subject Code : 101

TIME : 3 hours

Maximum Marks : 100

General Instructions :

- (i) **This paper consists of four sections –**

Section A	Reading	20 marks
Section B	Writing	30 marks
Section C	Grammar	20 marks
Section D	Literature	30 marks

Instructions :


- (i) Attempt **all** questions.
- (ii) Do **not** write anything in the question paper.
- (iii) All the answers must be correctly numbered as in the question paper and written in the answer sheet provided to you.
- (iv) Attempt all questions in each section before going on to the next section.
- (v) Read each question carefully and follow the instructions.
- (vi) Strictly adhere to the word limit given with each question. Marks will be deducted for exceeding the word limit.

ENGLISH - COMMUNICATIVE
SAMPLE PAPER – III

No.	Questions	Marks
Q.1	<p style="text-align: center;">SECTION – A</p> <p>Read the following poem carefully and answer the questions that follow.</p> <p style="text-align: center;">The Ball Story</p> <p><i>Where is the boy now, who has lost his ball, What, what is he to do? I saw it go Merrily bouncing, down the streets, and then Merrily over – there it is in the water! No use to say ‘O there are other balls’: An ultimate shaking grief fixes the boy As he stands rigid, trembling, staring down All his young days into the harbour where His ball went. I would not intrude on him; A dime, another ball, is worthless. Now He senses first responsibility In a world of possessions. People will take Balls, balls will be lost always, little boy. And no one buys a ball back. Money is external. He is learning, well behind his desperate eyes, The epistemology of loss, how to stand up Knowing what every man must one day know And most know many ways, how to stand up.</i></p> <p style="text-align: right;">JOHN BERRYMAN</p>	20
1.1	<p>Read the summary of the poem and supply the missing word.</p> <p>A boy loses a ball. He is very upset. When he had the ball he was very (a) _____ but now it is in the (b) _____. The boy is shaken by profound (c) _____ he stands rigid and (d) _____. According to the narrator the boy has to learn his sense of (e) _____ from the experience of losing something. In this world of possessions one has to understand (f) _____ of loss. One should understand how to (g) _____ up in the face of loss. So the narrator does not (h) _____, that is, he doesn't help the boy to get another ball.</p>	8

No.	Questions	Marks
Q.2	<p data-bbox="212 353 1369 389">Read the following passage carefully and answer the questions that follows</p> <p data-bbox="212 412 1378 607">1 Gen X, today, lives in a fascinating world that few adults born before computers, video games and cable television can understand. They are perpetually stuck on fast forward. They want everything, and are much more aware of the world and events around them. To parents, bringing up teens can also be a nightmare.</p> <p data-bbox="212 629 1378 786">2 They ape the hair, clothes and makeup of celebrities twice their age while still throwing tantrums worthy of a 2-year-old. But, we believe that even if parents don't understand the latest styles or have never heard of the songs or artists on a teen's latest CD, they still have loads to offer.</p> <p data-bbox="212 808 1378 1043">3 Most of us undoubtedly realise that God gives parents the responsibility of raising their children. After all, they are the parents. Sometimes, however, it is great to think outside the box. Recently in an exclusive survey it was discovered that now the time has come for Gen X to start parenting the other way round. To really work out that generation gap and even bring parents up to the maturity levels of a teen and how.</p> <p data-bbox="212 1066 1378 1424">4 Some of the greatest joys of life can occur as teens and parents come to deeper understanding of each other through sharing their feelings, dreams, desires and even fears. Sensitivity and openness is the key, our Gen X feels. <i>"Parents need to listen to us,"</i> says Gauri a student of class XI, <i>"They need to realise that proper communication is the key to bringing each other closer and to make each other comfortable."</i> For the same, adds Apoorva of class XII, <i>"they should participate in the same things as their kids, and try to see things from our point of view."</i> This, she says will give them a lot of perspective and insight into our psyche, and they will understand our problems better.</p> <p data-bbox="212 1447 1378 1883">5 Only then things will not be limited to likes and dislikes. We will be able to match our perspectives then. In a nutshell our Gen X says that in today's fast forward world the ideal role of a parent is that of a coach, mentor and friend and not that of an angry adult who is always trying to make a point and pause the button. As for parents, Kalpana Pandit a mother of a teenager from Ahmedabad ensures that <i>"all communication channels are open, so that there is never any kind of fear in the child to discuss any problem."</i> She adds that at times, it helps for a parent to be persistent without nagging and expect more than one-word responses as I feel conversations help in knowing the likes and dislikes of a child. Another thing she feels that works on regular basis is to plan at least one family activity of the children's choice in a month which includes the entire family.</p> <p data-bbox="1193 1883 1378 1919" style="text-align: right;"><i>Source : H.T.</i></p>	12

No.	Questions	Marks
2.1	<p>Complete the following sentences</p> <p>(a) It is a nightmarish experience to bring up a teen _____.</p> <p>(b) We realise that God has entrusted the parents with the responsibility _____.</p> <p>(c) An exclusive survey about parenting reveals that _____.</p> <p>(d) The generation gap can be worked out by _____.</p> <p>(e) Deeper understanding of the child and parent is needed for _____.</p> <p>(f) Proper communication goes a long way in parent child relationship because _____.</p> <p>(g) Ideal role of a parent in this fast forward world is _____.</p> <p>(h) Some students suggest that parents should participate in the same things as their kids because that would help them _____.</p>	<p>8</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
2.2	<p>Find words from the passage which convey a similar meaning as the following from the lines indicated. Write the answer in your answer sheet against the correct blank number.</p> <p>(a) imitate (para 2)</p> <p>(b) outburst, fit of temper (para 2)</p> <p>(c) teacher/guide (para 5)</p> <p>(d) constant (para 5)</p>	<p>4</p>
SECTION B - WRITING		
Q.3	<p>Your School has planned to celebrate the Environment Week from (14th to 19th July). As Tushar / Trisha head of I.T.L. Public School, Dwarka inform all the students of class VI to X that there will be several inter-house activities related to environment like slogan writing, poster writing, debate, speech etc. All the prefects of class VI-X would have to attend a meeting with the head girl. Mention the time, place, and agenda for the meeting. Your notice shouldn't exceed 50 words. Don't forget to put your notice in a box.</p>	<p>30</p> <p>5</p>
Q.4	<p>Read the following information between Sampriti and Srabasti. As Sampriti is in a hurry to go out to attend her music class, she writes the message for her father. Write the message on Sampriti's behalf in not more than 50 words.</p>	<p>5</p>

No.	Questions	Marks
	<p>Sampriti : Hello !</p> <p>Srabasti : Hello Sampriti, what are you doing?</p> <p>Sampriti : I am getting ready to attend my music class. Mom, where are you and when are you coming back?</p> <p>Srabasti : Today there is a workshop in our school for English teachers.</p> <p>Sampriti : Oh Mom! Today we had planned to go for movie.</p> <p>Srabasti : Don't worry dear. You and dad pick me up from the school at 5:30 pm; we'll go straight away to the movie hall.</p> <p>Sampriti : That's fine. We'll be there at 5:30pm;.</p> <p>Srabasti : Tell dad to call up Mr. Rastogi and remind him that this time the meeting of the Residents Welfare Association will be held in our house tomorrow at 10 am.</p> <p>Sampriti : I will definitely convey the message. Now I am going out for the music class. Bye Mom.</p>	
Q.5	<p>You are Sameer / Sapna. You are a regular visitor to the Prasad Nagar Lake. Of late the residents of the colony have been disturbed by the constant flow of foul smelling water into the lake garden and generally falling cleanliness standards. Taking ideas from the MCB Unit 'Health and Hygiene', write a letter to the Editor of a local daily emphasizing the urgent need to improve the hygienic conditions of the park suggesting some remedies.</p> <p>Problems</p> <ul style="list-style-type: none"> • Repeated bursting of sewer line running next to the lake garden. • Accumulation and stagnation of foul smelling water in the lake. • Heavy presence of algae in the lake. • Boating facilities that are provided are hampered. • Fish farming hampered. 	10

No.	Questions	Marks
Q.6	<p>Read the news items on a survey that was carried out by www.shine.com</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>More than 90 percent of people agree that being part of a team is one of the best things about their work. Working in a team is a challenge but our poll results on www.shine.com indicate that most people are unhappy working in teams and are intolerant of any changes in the group structure.</p> </div> <p>Taking help of the points given below write an article for your school magazine on how to get the best out of a team.</p> <ul style="list-style-type: none"> • Working in a team — healer and stress buster • Everybody works towards a common goal • Effective communication between team members <ul style="list-style-type: none"> • strong Leadership • avoid conflicts • focus on the goals • respect for other’s competencies, views/actions can enhance productivity • avoid negativity, set good examples 	10
Q.7	<p style="text-align: center;">SECTION C - GRAMMAR</p> <p>The following passage, has not been edited. There is an error in each line in the passage. Write the incorrect word and the correct word against the correct blank.</p> <p>Food and Nutrition : Healthy and balanced diet lead (a) _____ to a better and disease free life. Various workshop (b) _____ and seminars is organised in the school in which (c) _____ expert dieticians describe the need of healthy and (d) _____ nutrition food to the students. The ill effects (e) _____ of junk food are specially accentuated in this (f) _____ programme to motivate the students nor to (g) _____ fall in temptation for a same (h) _____</p>	20 4

No.	Questions	Marks
Q.8	<p>Fill up the blanks with a suitable word in each blank.</p> <p>Shooting (a) _____ just one part of the whole process (b) _____ making a film. The most important step is (c) _____ decide what kind of story to make. It can either be a thriller, comedy, love story or based (d) _____ a true life story. Only (e) _____ the story is decided the dialogues (f) _____ drafted and finalised, the assistant director after ensuring the proper sets, then decides to start (g) _____ shoot. Shooting a film is followed by a post production phase which is equally, if not more important (h) _____ the production.</p>	4
Q.9	<p>Read the following dialogues and complete the passage given below. Write the correct answer in your answer sheet against the correct blank number. Do not copy the whole sentence.</p> <p>Courtier : Your majesty, you should have seen the huge <i>hilsa</i> I caught</p> <p>King : Stop it. Are you a courtier or a fisherman?</p> <p>Courtier : Sorry your Majesty.</p> <p>King : I'm sorry I lost my temper. It is the season for <i>hilsa</i> fish and no one can stop talking about the fish for even five minutes.</p> <p>Now Complete the following :</p> <p>It was the season for <i>hilsa</i> fish. All conversation was centred around <i>hilsa</i> fish. In the palace too the courtiers could discuss nothing but <i>hilsa</i> fish. When a courtier respectfully told the king (a) _____. The king got annoyed and told him to stop the discussion and asked (b) _____. When the courtier apologized, the king felt guilty and said that he was sorry that (c) _____ and further added that it (d) _____ the fish for even five minutes.</p>	4
Q.10	<p>Rohit's father has to go to Dehradun on an official tour by train. Since he is very busy he asks Rohit to get a ticket. As Rohit has never bought a ticket before, his father gives the following instructions.</p> <ul style="list-style-type: none"> • First go to the railway reservation counter, ensure from the inquiry whether a berth is available. • Then fill up the requisition form. • Write all details in the specified columns. • Hand over the form at the counter. • Give the required amount. <p>After Rohit has bought a ticket he discusses about the whole procedure of booking a</p>	4

No.	Questions	Marks
Q.11	<p>ticket with his friend.</p> <p>First I (a) _____ berth was available. Then I (b) _____ and in the specified columns (c) _____ then I (d) _____ at the counter along with the required amount.</p> <p>Complete the dialogue in any suitable way.</p> <p>Ravi : Why are you looking so tense?</p> <p>Raveena : I am going for an inter-school debate competition to ABC school.</p> <p>Ravi : All the best. You are an (a) _____.</p> <p>Raveena : I'm very confident in the activities that are held at school but you know today in ABC school (b) _____.</p> <p>Ravi : Don't be anxious. Have (c) _____.</p> <p>Raveena : Thank you for your encouraging words. Mrs. Dutta has really worked a lot with me for this debate and she has placed great trust in me. I pray to God. (d) _____.</p>	4
Q.12	<p style="text-align: center;">SECTION D - LITERATURE</p> <p>Choose one of the following extracts given below and answer the questions that follow. Write the answer in your answer sheet in one or two lines only. Remember to number the answer correctly.</p> <p><i>My mother only said Thank God the Scorpion picked on me And spared my children</i></p> <p>(a) What do you mean by 'picked on me'?</p> <p>(b) Give two words that would best describe the mother?</p> <p>(c) Why did the mother thank God even after suffering such a great pain for twenty long hours?</p> <p style="text-align: center;">OR</p> <p><i>The wedding-guest sat on a stone He cannot choose but hear And thus spake on that ancient man The bright-eyed Mariner</i></p>	30 3 1 1 1

No.	Questions	Marks
Q.13	<p>(a) What is suggested by the line <i>'The Wedding guest sat on a stone'</i>?</p> <p>(b) Explain <i>'He cannot choose but hear'</i>.</p> <p>(c) What does <i>'bright eyed'</i> mean?</p> <p>Read the extract below and answer the following questions. Write the answer in your answer sheet in one or two lines only. Remember to number the answers correctly.</p> <p><i>'That's not much to boast about' Said the heartless frog 'Without proper training such as I -And few others-can supply You'll remain a mere beginner But with me you'll be a winner'</i></p> <p>(a) What do the words <i>'beginner'</i> and <i>'winner'</i> suggest here?</p> <p>(b) What should the nightingale not be boasting about?</p> <p>(c) What tall claim did the boastful frog make?</p> <p style="text-align: center;">OR</p> <p>"A heavy weight of hours has chained and bowed one too like thou tameless, swift and proud".</p> <p>a) Explain 'a heavy weight of hours'.</p> <p>b) What were the similarities between the speaker and the west wind?</p> <p>c) What change has come in the speaker now?</p>	<p>1</p> <p>1</p> <p>1</p> <p>3</p> <p>1</p> <p>1</p> <p>1</p>
Q.14	<p>West Wind as presented in the poem 'Ode to the West Wind' by P.B. Shelley is the epitome of power, strength and vitality. Give evidence from the poem to show the omnipresence of the West Wind over the land, sky and water bodies. (Word limit 50-75 words)</p> <p style="text-align: center;">OR</p> <p>How has the mirror described itself in the poem, 'The Mirror'. Bring out the physical features and qualities.</p>	<p>4</p>
Q.15	<p>(a) Pen down Scrooge's attitude towards Christmas as portrayed in the initial part of the play 'A Christmas Carol'.</p>	<p>2</p>

No.	Questions	Marks
	(b) Why did Marley's ghost visit Scrooge?	2
Q.16	<p>Brutus was indeed motivated by a passionate urge for patriotism when he joined in the conspiracy to kill Julius Caesar. Attempt a character sketch of Brutus as you can comprehend from his speech to the people of Rome 'Romans, countrymen and lovers! hear me for my cause' (50 words)</p> <p style="text-align: center;">OR</p> <p>Antony was indeed an excellent orator who ignited the spirit of revenge in the minds of the Roman people. Describe how he moulded the minds of the Roman people and turned them against the conspirators. (50-75)</p>	4
Q.17	<p>'I shivered with the cold and my own ingratitude' says Babuli who was immensely touched to see the process of division of the family property and the past flashed in front of his eyes. In what recollections of the past did he get engrossed? (50-75 words)</p> <p style="text-align: center;">OR</p> <p>How did Cutie Pie happen to be present on the planet Quta-Pi (50-75 words)</p>	4
Q.18	<p>In the story 'The Letter', Laksmi Das is touched when Ali gave five golden guineas to him to ensure that his daughter's letter reaches his grave. He writes a letter to his wife describing Ali's regular visit to the post office, the humiliation he had to encounter, also relating Ali's handing over the five gold guineas to him. (150-175 words)</p> <p style="text-align: center;">OR</p> <p>Imagine yourself to be the narrator of The Ultimate Safari. You felt greatly moved when grandmother spoke to the white woman. 'There is nothing. No home' Write down your feelings in your diary, how you are spending your life in the refugee camp and what are your hopes and aspirations. (150-175)</p>	8

MARKING SCHEME
SAMPLE QUESTION PAPER - III
SECTION-A : READING

1.1 Objective : To identify different strategies for a literary text.

To identify the main points of a text.

Marking : 1 Mark for each correct answer, no penalty for spelling, grammar or punctuation. Accept any other equivalent in meaning to the answer given below.

- (a) happy / merry
- (b) water
- (c) grief/sadness
- (d) trembling
- (e) responsibility
- (f) epistemology
- (g) stand
- (h) intrude/interfere

2.1 Objective: To understand relations between different parts of a text.

To deduce the meaning of unfamiliar lexical items in a given context.

Marking : 1 mark for each correct answer, no penalty for spelling, grammar or punctuation. Accept any other answer equivalent in meaning to the answers given below.

- (a) because the children ape hair, clothes and make up of celebrities twice their age while still throwing tantrums worthy of a two year old / of generation gap/ teens do not listen to parents
- (b) of raising their children.
- (c) now the time has come for Gen X to start parenting the other way round.
- (d) starting parenting from the point of view of the teens
- (e) experiencing some of the greatest joys of life.
- (f) proper communication is the key to bringing each other closer and to make each other comfortable.
- (g) that of a coach, a mentor and a friend.
- (h) to see things from their point of view to come closer.

2.2 **Objective: To deduce the meaning of unfamiliar lexical items**

Marking : 1 mark for each answer

- (a) ape
- (b) tantrum
- (c) mentor
- (d) persistent

Notice

SECTION-B : WRITING

3. **Objective : To use an appropriate style and format to write the notice.**

Marking : Format	2 marks
Content	3 marks

Format includes

- Name of the school, subject and date, the word NOTICE ½ mark
- Date ½ mark
- Writer's name & designation ½+½ mark

Content: Under content one mark should be given for each of the following points in the notice, provided that it is clearly and accurately expressed. Only half a mark should be awarded for each value point which is largely correct, but includes minor inaccuracy in grammar, spelling or punctuation. If a student adds any other relevant information, he should not be penalized.

- School celebrating the Environment Week (14th July to 19th July) 1 mark
- Inter house activities planned. 1 mark
- Prefects to attend a meeting, date, venue and agenda for meeting to be discussed. 1 mark

Message

4. **Objective : To use an appropriate style and format to write a message.**

Marking : Format	2 marks
Content	3 marks

Format includes

- Date ½ mark
- Time ½ mark
- Salutation ½ mark

- Writer's name/signature ½ mark

Content : important details

Under content, one mark should be given for each of the points given in the question itself, provided it is clearly and accurately expressed. Only half a mark should be awarded for each point which is largely correct, but includes minor inaccuracy in grammar, spelling or punctuation. If a student adds any other relevant information, he should not be penalized.

5. Objective : To use an appropriate style to write a formal letter.

To plan, organize and present ideas coherently

To present an argument

Marking : Marking should be in accordance with the Writing Assessment Scale.

- Content 4 marks
- Fluency 3 marks
- Accuracy 3 marks
- Layout upto 1 mark to be deducted for incorrect layout (Layout includes sender's address, date, editor's address, subject, salutation and complimentary close)

Under content, credit should be given for the candidate's creativity in presenting his/her own ideas; however, some of the following points should be included:

- Self introduction and motive of writing the letter
- Repeated bursting of a sewer line running next to the lake garden.
- Stagnant foul smelling water.
- Lake water remains dirty, cleaning carried out occasionally.
- Heavy presence of algae.
- Boating facilities hampered, fish farming affected.
- Some remedies to be suggested.

6. Objective :

- To write in a style appropriate for communicative purposes
- To plan, organize and present ideas coherently
- To write a clear account of cause – effect relationships.

Marking :

Marking should be in accordance with the writing assessment scale.

- Content – 4 marks
- Fluency – 3 marks
- Accuracy – 3 marks

(Layout includes title of the article, name of the writer)

Under content, credit should be given for the candidate's creativity in presenting his/her own ideas; however, some of the following points should be included :

The article should include the following points :

- How working in a team can be effective
- Every member works towards a target
- Effective communication is fruitful
- In a team, conflicts and negative attitude should be discouraged
- Respect for others can improve productivity

SECTION – C GRAMMAR

7. **Objective :** To use grammatical items accurately and appropriately

Marking : ½ mark for each correct answer.

Marking Scheme

51

	INCORRECT	CORRECT
a)	lead	leads
b)	workshop	workshops
c)	is	are
d)	of	for
e)	nutrition	nutritious
f)	this	these
g)	nor	not
h)	a	the

8. **Marking :** ½ mark for each correct answer

4

- (a) is
- (b) of
- (c) to
- (d) on

- (e) after
- (f) are
- (g) the
- (h) than

9. **Objectives** : to test the use of reported speech. 4

Marking : 4 marks

- (a) that he should have seen the huge *hilsa* that he had caught
- (b) him if he was a courtier or a fisherman
- (c) he had lost his temper
- (d) it was the season for *hilsa* fish and no one could stop talking about.

10. **Objectives** : to test the correct usage of verb forms. 4

Marking : 1 mark for each correct answer

- (a) went to the railway station and enquired if a
- (b) filled up the requisition form
- (c) gave the details
- (d) handed over the form

11. **Objectives** : To write sensible and grammatically correct sentences. 4

Marking : 1 mark for each correct answer

- (a) excellent speaker, I have always seen you participating confidently
- (b) more than 25 schools are participating, so I am anxious.
- (c) faith in yourself
- (d) to give me the strength to perform confidently and win laurels for the school.

SECTION-D LITERATURE

General Instructions : This section is meant to test the student's familiarity with and appreciation of the set texts.

12. **Objectives : To test local and global comprehension of a poem.** 3 marks

Marking : 3 marks.

Night of the Scorpion

- (a) 'Picked on me; means the scorpion had stung the poet's mother (1 mark)
- (b) God fearing, loving, caring, concerned, religious, sacrificing
(accept any two) ($\frac{1}{2}+\frac{1}{2}$) mark
- (c) The mother thanked God because she became the victim of scorpion bite and it had not stung her children. (1 mark)

or

Rime of The Ancient Mariner

- (a) The wedding guest's 'sitting on a stone' suggests his surrender to the will of the Ancient mariner / listening to his story. (1 mark)
- (b) The wedding guest had been hypnotised by the Ancient Mariner. He was helpless and could not exercise his own will. He was compelled to listen to the Mariner's story. (1 mark)
- (c) The phrase '*bright eyed*' suggests the hypnotic glare in the eyes of the mariner and the effect it had on the wedding guest. (1 mark)

13. **Objective : To test local and global comprehension of a poem.**

Marking : 3 marks

The Frog and The Nightingale

- (a) '*Beginner*' here suggests a novice lacking perfection and professionalism. 'Winner', means achieving excellence, fame and name in the world of music. ($\frac{1}{2}+\frac{1}{2}$ mark)
- (b) The nightingale shouldn't be boasting about the authenticity of her song. (1 mark)
- (c) The boastful frog claimed that under his guidance the Nightingale would achieve perfection, fame and glory in the music world. (1 mark)

or

Ode to The West-Wind

- (a) It means unfavourable circumstances, responsibilities, sufferings and tensions which have enfeebled the speaker.
- (b) Both the speaker and the west wind were tameless, swift and proud.
- (c) The speaker is enfeebled and has lost his energy, vigour and enthusiasm.

14. **Objective : To test appreciation and understanding of a poem.** (4 marks)

Marking : 4 marks, 1 mark for each of the following points.

Ode to The West-Wind

West Wind's omnipresence and turbulence is witnessed over the land, sky and water bodies.

- uproots leaves, transports the seeds and preserves them.
- clouds spread in a menacing way (ref. to Maenad)
- Atlantic waters cleave themselves into chasms.
- sea vegetation is spoilt

or

Mirror

- Mirror silver in colour and shining perfectly and smoothly
- not affected by appearance, preference, emotions or prejudices.
- reflects what it sees objectively.
- truthful; reveals flaws without hesitation.
- compared to God, like God watches a person unbiased and fair from all angles.
- endowed with the power of contemplation.

A Christmas Carol

15. **Objective : To test appreciation and understanding of the play.**

Marking : 4 marks

- (a)
 - considers Christmas as 'humbug'.
 - poor excuse for picking a man's pocket.
 - bitterly drives away the boys singing Christmas carols.
 - rebukes his nephew Fred who invites him to dinner on Christmas.
- (b) Marley's ghost visited Scrooge

- to tell him how he had been punished for his greed for money and self serving life.
- how his spirit had been condemned to wander the earth because of his selfish life.
- told him to rectify his life and be charitable and mingle with with the common man.
- told him to heed the lessons that will be taught by the spirits to save his miserable fate.

16.

Julius Caesar

Objective : to test the understanding of the play.

Marking : 4 marks

- Brutus an idealist, a dreamer with little knowledge of practical realities and no insight into human character.
- Has a serious concern for common welfare and liberty of the people.
- love for liberty prompts him to join the conspiracy.
- Justifies his action by saying that he did not love Caesar less but loved Rome more.
- Has highest ideals of democracy but was not good at making practical decisions.
- Does not realize that mob could not think rationally

OR

- Antony a great orator, a statesman and a soldier.
- deeply devoted to Caesar and pledges to avenge his murder.
- Funeral speech - a masterpiece of unmatched oratory
- Contains rhetorical devices to win the hearts of audience.
- strikes at the emotions of people — Shows Caesar's cloak-remind, them of Caesar's greatness.
- enlightens them about Caesar's will.
- convinces the people of the innocence of Caesar and the brutality of the conspirators.

17. **Objective : To test theme and setting of the text**

Marking : 4 marks

The Tribute

- the sight of the tattered blanket filled him with remorse.
- remembered how his elder brother left for the fields covering Babuli with his own blanket.
- felt guilty for never giving a new blanket to his elder brother.

OR

Cutie Pie

- Cutie Pie had gone to the planet called Quta-Pi on an initiation.
- he was an adolescent who went from his own planet to experience and encounter complex situations. so that he may return with the maturity of a man.
- Thus Quta-Pi was not Ch-tsal's original home - he merely chanced to be there for getting exposed to dangerous situations.

18. **Objective : To test extrapolation of the text.**

Marking : 8 marks

Letter

Value points : Ali a familiar face in the post office.

- would be present at the post office ignoring the vagaries of weather.
- object of ridicule, contempt and humiliation.
- no-one bothered about his feelings and emotions-how patiently he waited for his daughter's letter.
- rudely snubbed by the postmaster.
- health deteriorating, visits became irregular.
- gave golden guineas to Lakshmi Das in God's presence
- The clerk was moved, vows to carry out his duty sincerely if the letter comes.

OR

The Ultimate Safari

- Grandmother's words vague, clouded in ambiguity.
- can't accept refugee camp as home.

- life full of compromises and adjustments
- no freedom, privacy greatly hampered.
- dreams of a united family with parents, grandfather may be found on the way.
- well educated, secure job, tension free future life.

APPENDIX 1
GUIDELINES ON WRITING ASSESSMENT
WRITING ASSESSMENT SCALE

Content / 4

- 0 The answer bears almost no relation to the task set.
- 1 The answer bears limited relevance to the task set. There are many gaps in the treatment of the topic and / or pointless repetitions.
- 2 Much of the answer is in line with the task set, but there is some repetition, redundancy and / or omission.
- 3 The answer is largely relevant and adequate, with little repetition, redundancy or omission
- 4 The answer is fully relevant adequate to the task set.

Fluency / 3

- 0 Ideas are fragmentary, not organized in a coherent manner, and the theme is not clear.
- 1 Although the general theme is clear, ideas are not logically presented and the style may be inappropriate.
- 2 The general theme is clear. Main ideas are adequately presented in a fairly appropriate style, but supporting details are not always coherent.
- 3 The general theme, main ideas and supporting details are well organized and presented in a style appropriate to the situation.

Accuracy / 3

- 0 Inadequate vocabulary even for the basic part of the writing task, most grammatical patterns inaccurate, frequent punctuation and spelling errors.
- 1 Frequent grammatical and/or vocabulary inaccuracies, poor use of punctuation and spelling.
- 2 Use of vocabulary is adequate, though perhaps sometimes limited. There are still some minor grammatical, punctuation and/or spelling errors.
- 3 Uses appropriate vocabulary with hardly any grammatical, punctuation or spelling errors.

Layout

Where layout is to assessed, up to one mark may be deducted as follows :

- 1 The work is inappropriately or inaccurately laid out.
- ½ The layout is generally appropriate, but with a few minor errors.
- 0 The layout is appropriate and accurate.

Assessing Writing Answers on Literature

The Literature Section of the examination is designed to assess student's ability to understand, interpret, evaluate and respond to literature. For this reason, marks are awarded for the content of the student's answer, provided that it is clearly expressed.

Q 18. Writing Assessment Scale

Content / 4

- 0 The answer bears almost no relation to the task set. Almost no understanding of the literature text is shown.
- 1 Much of the answer is in line with the task set, but there is some repetition, redundancy and / or omission. Reasonable understanding of the literature text is shown.
- 3 The answer is largely relevant and adequate, with little repetition, redundancy or omission. Good understanding of the literature text is shown.
- 4 The answer is fully relevant and adequate to task set. Very good understanding of the literature text is shown. The mark awarded is then multiplied by two to give a total of 8, which is the maximum mark for this question. However, where a student's expression is particularly poor, up to 2 marks may be deducted as follows :

Expression

- 2 Poor organization; many language errors.
- 1 Some weaknesses in organization ; fairly frequent language errors.
- 0 Well-organized, with only few language errors.