

Set-2

QP CODE-2/1/2

**SOLUTIONS**  
**English Language and Literature (Code No. 184)**  
**CLASS-X (2024-25)**

<b>SECTION A- 20 marks</b>		
<b>Reading</b>		
<b>QNO</b>		<b>MARKS</b>
<b>1.</b>	<b>Passage 1</b>	<b>10 marks</b>
<b>i.</b>	<ul style="list-style-type: none"> <li>• Tone – Informative / objective / formal / appreciative</li> <li>• Rationalization - Writer - presented factual information about the historical use of Saffron - its medicinal properties, without any particular emotional or subjective bias.</li> </ul>	$\frac{1}{2} + \frac{1}{2}$
<b>ii.</b>	(C) Saffron is considered to be the most valuable spice, similar to how gold is valued among metals.	<b>1</b>
<b>iii.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Points)</li> <li>• Being used since ages in various foods made for the royals and elites/ Forms the backbone of several iconic dishes from around the world</li> <li>• Contains medicinal properties.</li> <li>• Has strong aroma and unique flavour.</li> <li>• Has high retail value because of labour-intensive harvesting methods.</li> </ul>	<b>1 + 1</b>
<b>iv.</b>	(B) widely recognised	<b>1</b>
<b>v.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Points)</li> <li>• hand-picking / drying over charcoal fires/spread on trays/ forty hours of labour</li> </ul>	<b>1 + 1</b>
<b>vi.</b>	True	<b>1</b>
<b>vii.</b>	(C) Due to its labour - intensive cultivation process and its relatively low yield per plant.	<b>1</b>
<b>viii.</b>	<p><b>(Any Two Value Points)</b></p> <ul style="list-style-type: none"> <li>• Beetroot and pomegranate are used as adulterants to enhance red colour of Saffron</li> <li>• because of its high price, adulteration is quite common</li> <li>• silk fibres, oil or wax – used to add bulk</li> <li>• Powdered saffron can be adulterated with turmeric and paprika</li> </ul>	$\frac{1}{2} + \frac{1}{2}$

<b>2.</b>	<b>Passage 2</b>	<b>10 Marks</b>
<b>i.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Points)</li> <li>• Soft and smooth texture</li> <li>• Feels comfortable on skin</li> <li>• Absorbs, releases moisture</li> </ul>	<b>1 + 1</b>
<b>ii.</b>	(A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion	<b>1</b>
<b>iii.</b>	<b>(Any One Value Point)</b> <ul style="list-style-type: none"> <li>• Labour-intensive cultivation.</li> <li>• Limited production due to natural factors.</li> <li>• Specialized knowledge, expertise required.</li> <li>• Careful selection for superior quality.</li> </ul>	<b>1</b>
<b>iv.</b>	China and India	<b>½ + ½</b>
<b>v.</b>	<ul style="list-style-type: none"> <li>• This makes the production limited/cost high/ (any other correct response to be accepted )</li> <li>•</li> </ul>	<b>1</b>
<b>vi.</b>	<b>(Any One Value Point)</b> <ul style="list-style-type: none"> <li>• easily damaged as it loses 20% strength when wet</li> <li>• moderate to poor elasticity</li> <li>• weakened when exposed to sunlight</li> <li>• if dirty – attacked by insects</li> </ul>	<b>1</b>
<b>vii.</b>	<ul style="list-style-type: none"> <li>• Karnataka produced the most amount</li> <li>• Uttar Pradesh produced the least amount.</li> </ul>	<b>½ + ½</b>
<b>viii.</b>	<ul style="list-style-type: none"> <li>• ...production of 1 kg of silk</li> </ul>	<b>1</b>
<b>ix.</b>	It requires specialised knowledge / expertise by skilled artisans and craftsmanship.	<b>1</b>
<b>SECTION B</b> <b>Grammar and Creative Writing Skills</b>		<b>20 marks</b>
<b>GRAMMAR</b>		<b>10 Marks</b>
<b>3.</b>	<ul style="list-style-type: none"> <li>• Any ten out of twelve questions to be attempted/marked.</li> <li>• Full credit 1 mark for correct answers</li> <li>• No partial credit</li> </ul>	<b>10 x 1 = 10</b>
<b>i.</b>	Considering	<b>1</b>
<b>ii.</b>	trapping – trapped	<b>1</b>
<b>iii.</b>	Yukti asked Sanjay if/whether that restaurant served good South Indian food	<b>1</b>

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iv.	(B) If she was sure she could manage.	1
v.	Migrate	1
vi.	ERROR – Much CORRECTION – More/ Something	1
vii.	(C) between – among	1
viii.	(C) enjoyed	1
ix.	She had finished the project the day before/ the previous day	1
x.	(B) will be held	1
xi.	(B) ensure	1
xii.	ERROR – upto CORRECTION - into	1
	<b>WRITING SKILLS</b>	<b>10 Marks</b>
<b>4.</b>	<b>Formal Letter Writing - Any one from (a) and (b) to be attempted</b>	<b>5</b>
<b>a.</b>	<ul style="list-style-type: none"> <li>• <b>Format</b> – 1 mark (no mark for format alone if content is irrelevant or missing, full credit of 1 mark if all aspects are mentioned.</li> <li>• Partial credit of ½ mark if one or two aspects are missing</li> <li>• No credit if more than two aspects are missing</li> <li>• <b>Organisation of ideas</b> – 1 mark (effective style, orderly sequence, paragraphed structure and formal tone and vocabulary)</li> <li>• <b>Accuracy</b> – 1 mark (spelling, punctuation and grammar)</li> <li>• <b>Content</b> – 2 marks (Any two value points) <ul style="list-style-type: none"> <li>➤ <b>Topic Introduction</b> : Open drains in your colony</li> <li>➤ <b>Problem</b> – Breeding ground for diseases- causing organisms/ polluting the surrounding areas/polluting the water bodies – water borne diseases</li> <li>➤ <b>Suggestive measures</b> – Sprinkle insecticides / cover the drains etc.</li> </ul> </li> <li>• (Any other relevant point to be accepted)</li> </ul>	1+1+1+2
	OR	
<b>b.</b>	<ul style="list-style-type: none"> <li>• <b>Format</b> – 1 mark (no mark for format alone if content is irrelevant or missing, full credit of 1 mark if all aspects are mentioned.</li> <li>• Partial credit of ½ mark if one or two aspects are missing</li> <li>• No credit if more than two aspects are missing</li> </ul>	1+1+1+2

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	<ul style="list-style-type: none"> <li>• <b>Organisation of ideas</b> – 1 mark (effective style, orderly sequence, paragraphed structure and formal tone and vocabulary)</li> <li>• <b>Accuracy</b> – 1 mark (spelling, punctuation and grammar)</li> <li>• <b>Content</b> – 2 marks (Any two value points)</li> <li>• <b>Introduction of Topic</b> – three week literacy camp – for construction workers’ children</li> <li>• <b>Experience</b> – fulfilling and meaningful/ sensitized to the needs of the community/ boosted confidence/ improved social skills</li> <li>• <b>Suggestive Measures</b> – hold more such camps, incentives to the participants etc.</li> <li>• (Any other relevant point to be accepted)</li> </ul>	
<b>5.</b>	<ul style="list-style-type: none"> <li>• Analytical Paragraph Writing - Any one from (a) and (b) to be attempted.</li> </ul>	<b>5</b>
<b>a.</b>	<ul style="list-style-type: none"> <li>• <b>Organisation of ideas</b> – 2 (effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary, <b>Linking words and phrases like:</b> however, in addition to, in contrast to, therefore etc. should be included)</li> <li>• <b>Accuracy</b> – 1 (spelling, punctuation and grammar)</li> <li>• <b>Content</b> – 2 marks</li> <li>• Full credit of 2 marks for all value points given in the question</li> <li>• Partial credit of 1 mark if only two value points are given</li> <li>➤ At least any two value points from those given below to be included –</li> <li>➤ E-Learning – Accessible, anytime, anywhere ; At your own pace ; no travel cost, saves time</li> <li>• <b>VS</b></li> <li>➤ Classroom Learning – same place, same time ; caters to the needs of the class ; transportation cost and time consuming</li> </ul>	2+1+2
	• <b>OR</b>	
<b>b.</b>	<ul style="list-style-type: none"> <li>• <b>Organisation of ideas</b> – 2 (effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary, <b>Linking words and phrases like:</b> however, in addition to, in contrast to, therefore etc. should be included)</li> <li>• <b>Accuracy</b> – 1 (spelling, punctuation and grammar)</li> <li>• <b>Content</b> – 2 marks</li> <li>• Full credit of 2 marks for all value points given in the question</li> <li>• Partial credit of 1 mark if only two value points are given</li> <li>➤ At least any two value points from those given below to be included –</li> </ul>	2+1+2

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	<ul style="list-style-type: none"> <li>• Electronic device that can store and process information</li> <li>• makes life easy and simple</li> <li>• physical description – monitor, keyboard, CPU and mouse</li> <li>• computer technology used in all fields – education, medicine, commerce and entertainment</li> </ul>	
	<b>SECTION C</b> <b>Literature Textbook and Supplementary Reading Text</b>	<b>40 Marks</b>
<b>6.</b>	<b>Answer the questions for any one from the given two extracts (a) and (b).</b>	<b>5</b>
<b>a.</b>		
<b>i.</b>	(C) There was a hailstorm	<b>1</b>
<b>ii.</b>	Devastated	<b>1</b>
<b>iii.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Points)</li> <li>• All his effort put in the field had gone in vain.</li> <li>• The storm had destroyed his cornfields.</li> <li>• He will not be able to earn any money as the crops were destroyed.</li> </ul>	<b>1+1</b>
<b>iv.</b>	A few leaves would have been left	<b>1</b>
	<b>OR</b>	
<b>b.</b>		
<b>i.</b>	<b>(Any One Value Point)</b> <ul style="list-style-type: none"> <li>• Anil was careless/casual/generous about his money.</li> <li>• Anil did not seem to bother about little profit made by Hari Singh.</li> <li>• Anil was being helpful by not disclosing the fact that he knew about the profit being made by Hari Singh</li> </ul>	<b>1</b>
<b>ii.</b>	<b>(C) That he would be able to accomplish a lot if he gets educated.</b>	<b>1</b>
<b>iii.</b>	<ul style="list-style-type: none"> <li>• Anil promised to teach him how to cook, write his name, whole sentences and add numbers.</li> <li>• The narrator felt grateful for the opportunity to learn, believing that once he could write like an educated man, there would be no limit to what he could achieve</li> </ul>	<b>1 +1</b>
<b>iv.</b>	profit	<b>1</b>
<b>7.</b>	<b>Answer the questions for any one from the given two extracts (a) and (b).</b>	<b>5</b>
<b>a.</b>		
<b>i.</b>	<b>(Any One Value Point)</b> <ul style="list-style-type: none"> <li>• It is a term of endearment or affection.</li> <li>• It suggests a close relationship or familiarity between the speaker and the person they are addressing</li> </ul>	<b>1</b>
<b>ii.</b>	<b>(Any Two Value Points)</b> <ul style="list-style-type: none"> <li>• The “yellow hair” mentioned in the poem is likely symbolic of physical beauty or attractiveness</li> <li>• The religions man suggests it not to be the basis of God’s love.</li> <li>• Youth considers it to be a reason for loving someone</li> </ul>	<b>1+1</b>

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<b>iii.</b>	Selfless	<b>1</b>
<b>iv.</b>	1 mark to be awarded to all students who attempt this question as the options given do not contain the correct answer.	<b>1</b>
<b>OR</b>		
<b>b.</b>		
<b>i.</b>	<ul style="list-style-type: none"> <li>• Oxymoron – In his quiet rage</li> <li>• Metaphor – pads of velvet quiet</li> <li>• Repetition – quiet</li> <li>• Alliteration – stress, should, stripes, shadow</li> <li>• Imagery – lurking, sliding</li> <li>• <b>Personification</b></li> </ul> <p><b>1 mark for identification and 1 mark for naming the figure of speech</b></p>	<b>1 + 1</b>
<b>ii.</b>	Soft, restless, restrained, smooth, stealthily ( <b>Any One Value Point</b> )	<b>1</b>
<b>iii.</b>	(B) both subdued and angry.	<b>1</b>
<b>iv.</b>	(B) Along the sand, the people All turn and look one way They turn back on the sand They look at the sea all day	<b>1</b>
<b>8.</b>	<b>Answer any Four of the following five questions in 40- 50 words.</b>  <b>Content – 2 Marks</b> <b>Expression – 1 Mark (Effective style, coherence/cohesion)</b>	<b>4 X 3 = 12</b>
<b>i.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Points)</li> <li>• Mandela - driven with the purpose - gain freedom for his people, give them a life of dignity and respect.</li> <li>• Broke laws to gain freedom for his own people/fought against discrimination</li> <li>• Imprisoned / faced many challenges/ brutalities of authorities</li> <li>• (Any other relevant point to be accepted)</li> </ul>	<b>2 +1</b>
<b>ii.</b>	<p><b>(Any Two Value Points)</b></p> <ul style="list-style-type: none"> <li>• Changed the mood of the poet.</li> <li>• The snow shook off his sadness and depression</li> <li>• left him in a happy mood for the rest of the day/ saved his day</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>iii.</b>	<ul style="list-style-type: none"> <li>• The long brown coat with an embroidered waistbelt worn by the Kodavas, known as Kuppia,</li> <li>• Resembles the Kuffia worn by the Arabs and The Kurds.</li> <li>•</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>

	•	
<b>iv.</b>	<p><b>(Any Two Value Points – At least one from each)</b></p> <ul style="list-style-type: none"> <li>• <b>The Asiatic Lion</b> - has a huge body with a dull brown/tawny skin, roars ferociously while killing its prey.</li> <li>• <b>The Bengal Tiger</b> - has black stripes on a yellow body, kills its prey silently.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>v.</b>	<ul style="list-style-type: none"> <li>• He cabled England - nothing happened for three days - booked a call 24 hours in advance.</li> <li>• On the first day the line was out of order - On the second day - exchange closed for a religious holiday - On the third day - another breakdown - five days later the mail arrived.</li> <li>•</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>9.</b>	<p><b>Answer any Four of the following five questions in 40- 50 words.</b></p> <p><b>Content – 2 Marks</b> <b>Expression – 1 Mark (Effective style, coherence/cohesion)</b></p>	<b>2 X 3 = 6</b>
<b>i.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Points)</li> <li>• Mrs. Pumphrey’s overindulgence – over pampering, overfeeding Reluctance to impose discipline on Tricki reflects a common tendency among pet owners to spoil their animals without considering the consequences.</li> <li>• The absence of adequate exercise for Tricki emphasizes the importance of regular exercise for pets and the impact of external factors on their well being.</li> <li>• It offers a critical examination of human behaviour towards animals and the need for responsible pet ownership</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>ii.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Point)</li> <li>• A seemingly innocuous book containing nursery rhymes plays a pivotal role in saving the earth from destruction.</li> <li>• Martian invasion was prevented because of the book</li> <li>• The book, discovered by the inhabitants of a faraway planet, contains nursery rhymes from Earth’s literature, which the aliens misinterpret as factual accounts of historical events.</li> <li>• The misunderstanding arises when the aliens lacking knowledge of Earth’s culture and language, mistake the nursery rhymes for an accurate depiction of human history.</li> <li>•</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>iii.</b>	<ul style="list-style-type: none"> <li>• (Any Two Value Points)</li> </ul>	<b>2 +1</b>

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	<ul style="list-style-type: none"> <li>Griffin undergoes significant character development. Once a figure consumed by his desire for power and dominance through invisibility, Griffin, later, grappled with the consequences of his actions.</li> <li>He navigates a world where his once extraordinary abilities became a burden, leading him to confront the moral implications of his scientific pursuits.</li> <li>Examples from text how he indulges in many harmful activities.</li> </ul> <p align="center"><b>(Any other relevant point to be accepted)</b></p>	
<b>10.</b>	<p><b>Answer any One of the following two questions in 100- 120 words.</b></p> <p><b>Content – 3 Marks</b>  <b>Expression – 2 Marks (Effective style, coherence/cohesion)</b>  <b>Accuracy – 1 Mark (Grammar, spellings and punctuation)</b></p>	<b>1 X 6 =6</b>
<b>a.</b>	<ul style="list-style-type: none"> <li>(Any Three Value Points – At least one value point for each text)</li> <li>Amanda-</li> <li>Amanda represents the longing for freedom – felt dominated, while her mother/parent/guardian, represents instructional control over freedom, this highlights the contrast.</li> <li>The poem conveys the moral that children need to be allowed more freedom. Excessive nagging may make them annoyed and disobedient and hence they may develop a type of dislike for real life.</li> <li>Madam rides the bus-</li> <li>On the other hand, Valli - eight years old – has no friends – wanted to explore the world - mesmerized by the bus journey between her village and the city - started saving money for the bus fare.</li> <li>Planned her journey meticulously.</li> </ul> <p align="center"><b>(Any other relevant point to be accepted)</b></p> <p align="center"><b>OR</b></p>	<b>3 + 2 +1</b>
<b>b.</b>	<p><b>(At least 1 value point from each text + 1 mark for conclusion)</b></p> <ul style="list-style-type: none"> <li>The Ball Poem- Berryman - beautifully describes a boy who has lost his ball - gave a lesson full a wisdom - everyone must learn to bear the pain associated with loss - need to learn the ways for bearing those losses - both material and human.</li> <li>‘A Long Walk to Freedom’ by Nelson Mandela is about the struggle of freedom of South Africa. Mandela recalls the reason for this movement - black-skinned people exploited by the whites.</li> <li>While taking vow as the first black President, Mandela established democracy in the country - said there would be no discrimination henceforth.</li> </ul>	<b>3 + 2 +1</b>

	<ul style="list-style-type: none"> <li>•</li> <li>• Conclusion - While the Ball Poem teaches us to accept loss and that suffering is a part of life, A Long Walk to Freedom, teaches us to fight for loss of freedom and suffering as a human right.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	
<b>11.</b>	<p><b>Answer any One of the following two questions in 100- 120 words.</b></p> <p><b>Content – 3 Marks</b>  <b>Expression – 2 Marks (Effective style, coherence/cohesion)</b>  <b>Accuracy – 1 Mark (Grammar, spellings and punctuation)</b></p>	<b>1 X 6 = 6</b>
<b>a.</b>	<p><b>(Any Three Value Points)</b></p> <ul style="list-style-type: none"> <li>• Lady in Red is also a thief</li> <li>• Acted with confidence.</li> <li>• Convincing manner and passed off as the lady of house.</li> <li>• Horace left fingerprints when caught, the young lady exploited his confusion and fear of going to prison.</li> <li>• Made Horace open the safe - gave the jewels to the lady.</li> <li>• He was caught and arrested.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p> <p style="text-align: center;">OR</p>	<b>3 + 2 +1</b>
<b>b.</b>	<p><b>(Any Three Value Points – at least one value point from each part)</b></p> <ul style="list-style-type: none"> <li>• They found a necklace exactly like the one they had lost - got it for 36000 francs - Mr. Loisel had 18000 Francs – They borrowed the rest and returned the necklace to Madam Forester.</li> <li>• They led a miserable life/ exhausted the savings – changed lodgings, rented a room in the attic - Matilda did menial work in the kitchen, washed dishes and soiled linen - Clothed like an ordinary woman.</li> <li>• Mr. Loisel put the books of a merchant in order - He did copying at five sous a page – It took ten years to pay off all the debts.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>3 + 2 +1</b>