

SOLUTIONS
ENGLISH LANGUAGE & LITERATURE (184)

| SECTION A- 20 marks | | | | | | | | | | |
|---|---|---------------------------------|-----------------------|--------------------------------------|-----------------|-----------------------------|-------------------------|---|---|-----------|
| Reading | | | | | | | | | | |
| QNO | | MARKS | | | | | | | | |
| 1. | Passage 1 | 10 marks | | | | | | | | |
| i. | C) It provides nutritious food | 1 | | | | | | | | |
| ii. |resources available at home are used to grow vegetables. (mention of empty tins/old utensils/clay pots to grow vegetables is acceptable) | 1 | | | | | | | | |
| iii. | <p>(Any two comparisons)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Traditional farming</td> <td style="width: 50%;">Kitchen garden</td> </tr> <tr> <td>• Use of synthetic fertilizers -----</td> <td>Organic farming</td> </tr> <tr> <td>• Intensive irrigation-----</td> <td>No intensive irrigation</td> </tr> <tr> <td>• Adverse effects on the environment-----</td> <td>Negligible use of harmful chemicals, preserving soil health</td> </tr> </table> | Traditional farming | Kitchen garden | • Use of synthetic fertilizers ----- | Organic farming | • Intensive irrigation----- | No intensive irrigation | • Adverse effects on the environment----- | Negligible use of harmful chemicals, preserving soil health | 1 + 1 = 2 |
| Traditional farming | Kitchen garden | | | | | | | | | |
| • Use of synthetic fertilizers ----- | Organic farming | | | | | | | | | |
| • Intensive irrigation----- | No intensive irrigation | | | | | | | | | |
| • Adverse effects on the environment----- | Negligible use of harmful chemicals, preserving soil health | | | | | | | | | |
| iv. | Fostering/promoting | 1 | | | | | | | | |
| v. | <p>Any two points with suitable explanation:</p> <ul style="list-style-type: none"> • Availability of fresh and organic produce • Higher intake of essential nutrients • Promotes overall health and well being • Aesthetic and therapeutic- relieves stress • Enables people to stay active, reduces risk of obesity and health issues | 1 + 1 = 2 | | | | | | | | |
| vi. | B) It helps develop sensitivity and appreciation for nature. | 1 | | | | | | | | |
| vii. | <p>(Any two)</p> <ul style="list-style-type: none"> • Limited space • Lack of sunlight • Quality of soil | $\frac{1}{2} + \frac{1}{2} = 1$ | | | | | | | | |
| viii. | True | 1 | | | | | | | | |
| 2. | Passage 2 | 10 marks | | | | | | | | |
| i. | <p>Any two points with suitable explanation:</p> <ul style="list-style-type: none"> • Renowned for soft, smooth texture • Luxurious qualities- feels comfortable on skin • Absorbs and releases moisture • When worn, it regulates body temperature/ keeps wearer cool and dry | 1 + 1 = 2 | | | | | | | | |
| ii. | A) Both assertion and the reason are true and the reason is the correct explanation of the assertion. | 1 | | | | | | | | |
| iii. | Silk loses 20% strength when wet. Its elasticity is moderate to poor. | 1 | | | | | | | | |
| iv. | Overexposure to sunlight weakens the fabric (silk) | 1 | | | | | | | | |

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| v. | (Any one) <ul style="list-style-type: none"> • Labour intensive cultivation • Limited production due to natural factors • Specialised knowledge and expertise required • Careful selection for superior quality | 1 |
| vi. | ...it requires specialised knowledge | 1 |
| vii. | UP (Uttar Pradesh) | 1 |
| viii. | ...superior quality silk fabrics are made from long and uniform silk fibre. | 1 |
| ix. | (Any one) Reason- availability of conducive factors like: <ul style="list-style-type: none"> • Climate • Availability of quality mulberry leaves • Skilled artisans and craftsmanship. | 1 |
| SECTION B – 20 marks Grammar and Creative Writing Skills | | |
| 3. | Grammar: <ul style="list-style-type: none"> • Any ten out of twelve questions. • Full credit - 1 mark for correct answer. • No partial credit. | 10 X 1 = 10 |
| i. | Assistance | 1 |
| ii. | Hospitable – hospitality | 1 |
| iii. | Manish asked Kriva how far was the engagement venue from her house. OR Manish asked Kriva how far the engagement venue was from her house. | 1 |
| iv. | B) That all the students would get. | 1 |
| v. | Communication | 1 |
| vi. | Invite – Invites | 1 |
| vii. | C) Wrinkle – wrinkles | 1 |
| viii. | B) Had finished | 1 |
| ix. | She would help her plan her itinerary. | 1 |
| x. | B) will | 1 |
| xi. | B) was | 1 |
| xii. | Manufacturing – manufactured | 1 |
| 4. | Letter Writing- Any one from (a) and (b) | 5 |
| | General instructions for Q 4 (a) and (b): No mark to be awarded if only format is written, without any/irrelevant content Format – 1 mark (Full credit if all aspects included, partial credit ½ mark, if one or two aspects are missing. No credit, if more than two aspects are missing) Content – 2 marks Organisation of ideas – 1 mark (formal tone and vocabulary, paragraphed structure, orderly sequence and effective style) Accuracy – 1 mark (spelling, punctuation and grammar) | |
| a. | Value points: First para- Intro of the issue– Sharing views on reducing carbon footprints. | 1 + 2 + 1 + 1 = 5 |

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| | <p>Second para- Development/elaboration of the issue:</p> <ul style="list-style-type: none"> ● To promote environmentally responsible practices ● Encourage use of renewable energy sources (example- solar and wind power) ● Provide subsidy to families who want to avail the facilities <p>Third para – Conclusion– importance of green practices. (Any other relevant point to be accepted)</p> | |
| | OR | |
| b. | <p>Value points:</p> <p>First para- Intro – road crossing does not have traffic signal(specific details of locality)</p> <p>Second para- Development/elaboration of the issue:</p> <ul style="list-style-type: none"> ● No traffic lights lead to chaos and traffic jams ● Rush during peak hours – potential for accidents ● Mention of numerous letters to the Traffic Commissioner <p>Third para – Draw attention/appeal to concerned authorities to address the issue and provide a solution to commuters through the editor. (Any other relevant point to be accepted)</p> | 1 + 2 + 1 + 1 = 5 |
| 5. | Analytical paragraph- Any one from (a) and (b) | 5 marks |
| | <p>General instructions for Q 5 (a) and (b):</p> <p>Analytical paragraph writing should not be confused with descriptive paragraph writing.</p> <p>Organisation of ideas – 2 marks (Inputs given in the question must be used along with linking words like however, in addition to, in comparison to, on the contrary, etc. Formal tone and functional vocabulary, paragraphed structure (one single paragraph), orderly sequence and effective style)</p> <p>Accuracy – 1 mark (spelling, punctuation and grammar) Content – 2 marks (Full credit { 2 marks } for all value points given in the question. Partial credit { 1 mark }if only two value points are included)</p> | |
| a. | <p>Value points.</p> <ul style="list-style-type: none"> ● Effects of technology on education– profound/ multifaceted ● Influences teaching and learning ● Rising enrolment in online courses ● Shift from classroom to digital devices ● Benefits– access and equity ● Data over the years should be compared | 2 + 1 + 2 = 5 |
| | OR | |
| b. | <p>Value points.</p> <ul style="list-style-type: none"> ● Pros and cons of artificial intelligence (AI) ● Machines possess AI ● AI impacts human lives ● Google maps ● Knowledge at the click of a button ● Has limitations ● Increase in cyber crimes | 2 + 1 + 2 = 5 |

| SECTION C- 40 Marks Literature Textbook | | |
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| 6. | Any one from options (a) and (b). | 5 marks |
| a. | Reference to context: | |
| i. | C) Night | 1 |
| ii. | Any one <ul style="list-style-type: none"> • Eager • Excited • Longing/hoping to meet his family • Has a loving relationship with his family, a family man, missing his family | 1 |
| iii. | Favourable | 1 |
| iv. | (One each from points given for mood and anticipation) Mood: <ul style="list-style-type: none"> • Tranquil • Serene • Happy • Peaceful Anticipation: <ul style="list-style-type: none"> • To be united with family • Have an English breakfast | 1 + 1 = 2 |
| OR | | |
| b. | Reference to context: | |
| i. | The management was supposed to block off the balcony to prevent unauthorised access. | 1 |
| ii. | C) Its accessibility from the neighbouring unit. | 1 |
| iii. | <ul style="list-style-type: none"> • Detailed description (of balcony)– confuses Max, weaves suspense, mystery and tension in the story, creating unease and foreshadowing future events • Engages readers, builds anticipation (in the reader) about what might happen next. | 1 + 1 = 2 |
| iv. | Mystery | 1 |
| 7. | Any one from options (a) and (b). | 5 marks |
| a. | Reference to context. | 5 |
| i. | (Any one) <ul style="list-style-type: none"> • Reminding him of nature’s beauty • Uplifting his spirits unexpectedly • Change of mood | 1 |
| ii. | <ul style="list-style-type: none"> • The imagery of crow shaking down dust of snow from a hemlock tree serves as a catalyst, which results in a change in poet’s mood. • Crow and hemlock tree- associated with negativity, unexpectedly becomes a source of positive/ emotional transformation. | 1 + 1 = 2 |
| iii. | D) Snowflakes | 1 |
| iv. | A) 1 Only | 1 |
| OR | | |
| b. | Reference to context. | 5 |
| i. | –Narrator wants Amanda to be: <ul style="list-style-type: none"> • well behaved and disciplined Amanda desires to be: | 1 + 1 = 2 |

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| | <ul style="list-style-type: none"> ● left alone and not be bothered <p>–Poet uses direct speech for the speaker. Speaker’s assertiveness is in contrast with Amanda’s passive expression in parenthesis.</p> | |
| ii. | B) Instructive | 1 |
| iii. | Sea represents –tranquility, freedom and vastness Amanda’s actions suggest discomfort/restlessness | 1 |
| iv. | A) Sitting by the pond Waving my wand Awaiting my dearest I looked above and beyond Awaiting my love A sudden sound, fluttered the dove The crackle stopped, as so did my heart (Rhyme scheme– AABACCD) | 1 |
| 8. | Any four out of five: | 4 X 3 = 12 |
| | <i>First Flight</i> Content– 2 marks Expression– 1 mark | |
| i. | Any two value points: Seagull’s fear of flying and reluctance to leave ledge: <ul style="list-style-type: none"> ● Creates a conflict in the story (takes story forward) ● Brings about growth in the character ● Facing fears, taking risks to achieve personal growth ● Highlights role of parents (guidance, encouragement, strict measures) ● Leads to climax | 2 + 1 = 3 |
| ii. | Any two value points: <ul style="list-style-type: none"> ● Loss of natural environment ● Impact of confinement (tiger- helpless in the cage) ● Behavioural change (from roaming freely to being caged/terrorising villagers to being stared at) ● Yearning/ longing for freedom (to hunt in the wild) (aggression in the cage) ● Human impact– poem critiques human intervention and consequences of encroaching on natural habitats and wild animals | 2 + 1 = 3 |
| iii. | Any two value points: <ul style="list-style-type: none"> ● Importance of bread making in village life ● Pivotal role of baker in the community ● Bread, especially ‘bol’ and other baked goods – crucial for cultural celebrations like weddings and festivals ● Baker’s attire highlights their respected position in the community (reference of plump physique highlights that they were well to do) | 2 + 1 = 3 |
| iv. | Any two value points: <ul style="list-style-type: none"> ● House– empty, silent spectator of the change/ serene ● Cracks in the veranda ● Glass panes– broken ● Smell of leaves and lichen | 2 + 1 = 3 |
| v. | (Any one point from Aspirations and one from Challenges with relevant examples from the text) Aspirations: <ul style="list-style-type: none"> ● Valli– curious, has no friends ● Favourite passtime- observing passengers boarding and disembarking the bus | 2 + 1 = 3 |

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| | <ul style="list-style-type: none"> Longs to ride the bus (wants to see the world outside the village)--saves money <p>Challenges:</p> <ul style="list-style-type: none"> Fare- significant sum for Valli, saves money by resisting temptation to buy things at the village fair Gathers information about bus journey (distance, duration and fare) Plans and executes bus ride, unnoticed by her mother (according to her sleep schedule) | |
| 9. | Any two out of three: | 2 X 3= 6 |
| | <i>Footprints Without Feet</i> Content– 2 marks Expression– 1 mark | |
| i. | <p>Any two value points:</p> <ul style="list-style-type: none"> Anil initially reacts negatively to Hari Singh’s cooking, despite this the latter charms Anil (hangs around, smiles appealingly) Anil assumes the role of a mentor (teaches him how to cook, read and write) Progression– Anil’s initial doubt/skepticism evolves to that of supportive friend/mentor (fostering mutual respect and encouragement for Hari Singh’s personal growth) Anil overlooked Hari Singh’s everyday stealing (thievery) | 2 + 1 = 3 |
| ii. | <p>Any two value points:</p> <p>The voice- asked about Horace’s condition mentioning hay fever, suggesting medical treatment.</p> <ul style="list-style-type: none"> Horace fails at his attempt at burglary Fascinated by the lady in red (thinks of her as the lady of the house) Becomes careless, takes out his gloves/ leaves his fingerprints Reflects on homeowner’s precautions (poorly built alarm and safe hidden behind the painting) | 2 + 1 = 3 |
| iii. | <p>Any two value points:</p> <ul style="list-style-type: none"> Play uses humour to depict Martians, led by Think Tank (believes himself highly intelligent, but misunderstands earthlings’ customs and traditions) In a library filled with books, the Martians mistake books for sandwiches. Think -Tank misinterprets a nursery rhyme /takes every written word literally/ as a threat to himself. Ultimately Martians decide to postpone their invasion plans based on their interpretations, believing earthlings to be more advanced. | 2 + 1 = 3 |
| 10. | Any one out of two: <i>First Flight</i> Content -3 marks Expression -2 marks (coherence, cohesion, effective style) Accuracy-1 mark(spelling, punctuation, grammar) | 1X6=6 |
| a. | <p>(Any three value points. At least one from each text)</p> <p>Lencho’s feeling-Initial grief</p> <ul style="list-style-type: none"> Trust in God /left everything on the God/ believed in divine Directness - he was straight forward in expressing his emotions Takes action - writes to God. This action reflected his faith and hope that God would answer his prayers. Source of hope and strength -outside <p>Mandela’s feeling -complex and deeply rooted in personal experiences</p> <ul style="list-style-type: none"> Believed in taking responsibilities and overcoming /working on the hardships. | 3 + 2 + 1 = 6 |

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| | <ul style="list-style-type: none"> ● Empathy for victims also ● Call for reconciliation ● Freedom for justice ● Hope for future ● Source of strength -internal | |
| | OR | |
| b. | <p>(Any three value points. At least one from each text)</p> <p>Humour in the poem by Ogden Nash arises from several clever techniques and playful elements- eg:</p> <ul style="list-style-type: none"> ● Contrasting characters(interesting characterisation /names, traits) ● Exaggerated descriptions (close to a parody- going against convention- brave mouse/coward dragon) ● Playful language (realio, trulio, etc.)/use of Poetic License ● Narrative structure the poem unfolds like a story ● Replete with literary devices - imagery,alliteration,repitition,hyperbole,irony,onomatopoeia and anthropomorphism <p>Chekhov's use of language in The Proposal:</p> <ul style="list-style-type: none"> ● Combination of wit, irony, exaggeration and word play to create a humorous portrayal of human folly and conventions. ● Irony and sarcasm- to ridicule each other's arguments ● Use of 'aside' ● Repetition and word play (to emphasize absurdity of characters' behaviour- eg- repetitive arguments about Oxen Meadows/ dogs ● Physical comedy (Lomov fainting multiple times due to palpitations adds to humour. | 3 + 2 + 1 = 6 |
| 11. | <p>Any one out of two:</p> <p><i>Footprints Without Feet</i></p> <p>Content -3 marks</p> <p>Expression -2 marks (coherence, cohesion, effective style)</p> <p>Accuracy-1 mark(spelling, punctuation, grammar)</p> | 1 X 6 = 6 |
| a. | <p>(Any three points with relevant examples from the text)</p> <p>The story chronicles/traces the journey of Bholi's transformation. Bholi, 4th daughter of Ramlal, due to accident in early childhood damaged part of her brain. An attack of small pox left pockmarks on her face and body.</p> <ul style="list-style-type: none"> ● Neglected childhood ● Stammered when she spoke ● Was allowed to go to school (Ramlal had to set an example to the village & she was considered a burden) ● Encouraged by teacher ● Overcame initial fears, stammering ● Optimistic and hopeful ● Gradually became confident and asserted herself (example- refused to marry Bishamber Nath) | 3 + 2 + 1 = 6 |
| | OR | |
| b. | <p>(Any three points with relevant examples from the text)</p> <p>Hari- 15 yrs old, experienced thief, changed homes and name, targeted simple people.</p> <ul style="list-style-type: none"> ● Hari- steals a bundle of notes, wants to run away. ● At the railway station, wilfully misses train ● Realises impact of his betrayal on Anil, who had given him a home, safety and education. | 3 + 2 + 1 = 6 |

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| | <ul style="list-style-type: none">● Reflect while sitting in the rain, feels guilty● Moment of epiphany- decides to return the stolen money to Anil● Wants to make amends, return (chooses to be educated and respected by going back to Anil)● On return, Anil's forgiveness (without any mention of theft) and promise to pay a regular salary made Hari appreciate Anil's kindness. | |
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