SOLUTIONS
ENGLISH LANGUAGE & LITERATURE (184)

QNO	SECTION A- 20 marks Reading	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.	**(Any two comparisons)** **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
iv.	Fostering/promoting	1
v.	**Any two points with suitable explanation:** ● 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.	**(Any two)** • Limited space • Lack of sunlight • Quality of soil	½ + ½ = 1
viii.	True	1
2	**Passage 2**	10 marks
i.	**Any two points with suitable explanation:** ● 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
v.	**(Any one)** ● 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: • Climate • Availability of quality mulberry leaves/ • Skilled artisans and craftsmanship.	1
	SECTION B – 20 marks **Grammar and Creative Writing Skills**	
3.	**Grammar:** • **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– Loose electric wires hanging out of poles in the garden.
	
	Second para- Development/elaboration of the issue:
	
	   ● Potential hazards
	   ● Threat to all residents
	   ● Especially to children who frequent the garden
	
	   Third para –
	   ● Appeal to President RWA
	   ● Urgent intervention
	   ● Corrective action
	
	(Any other relevant point to be accepted)
		1 + 2 + 1 + 1 = 5

	OR	

b.	**Value points:**
	
	First para- Intro – no proper pavements on the sides of the main roads in the city.
	
	Second para- Development/elaboration of the issue:
	
	   ● No pavement—muddy path for walking—causes air pollution
	
	   ● Potential danger to pedestrians
	   ● High speed vehicles run through muddy paths
	
	Third para – Appeal to the editor to:
	
	   ● Highlight the issue
	   ● Draw attention of concerned authorities
	
	(Any other relevant point to be accepted)
		1 + 2 + 1 + 1 = 5

5.	Analytical paragraph- Any **one from (a) and (b)**	5 marks
	General instructions for Q 5 (a) and (b): Analytical paragraph writing should not be confused with descriptive paragraph writing.	

		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)	
		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)	
a.		**Value points**. ● 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.		**Value points**. ● Pros and cons of artificial intelligence (AI) ● Machines possess AI ● AI impact 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**	
6.		Any one from options (a) and (b):	5 marks
a)		Reference to context:	
i.		C) Night	1
ii.		**Any one** ● 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: ● Tranquil ● Serene ● Happy ● Peaceful	1 + 1 = 2

		Anticipation: • To be united with family • Have an English breakfast	1
		OR	
b.		Reference to context:	5
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.		● Detailed description– 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) to be attempted.	5 marks
a.		Reference to context.	5
i.		**Any one** ● Reminding him of nature's beauty ● Uplifting his spirits unexpectedly ● Change of mood	1
ii.		● 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: ● well behaved and disciplined Amanda desires to be: ● left alone and not be bothered –Poet uses direct speech for the speaker. Speaker's assertiveness is in contrast with Amanda's passive expression in parenthesis.	1 + 1 = 2
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	1

		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)	
8.		Any **four** out of five:	4 X 3 = 12
		First Flight Content– 2 marks Expression– 1 mark	
i.		**Any two value points:** Valli meticulously planned her bus journey • Gathered information through conversations with people • Saved money by depriving herself (village fair) • Planned her excursion during her mother's naptime	2 + 1 = 3
ii.		**Any two value points:** Initially Ink, Blink and Mustard claimed to be brave, made fun of Custard. • When Custard killed pirate, they appreciated Custard for his bravado. • Soon they flipped—started bragging about their bravery (claimed they would have been twice/three times braver than Custard) • They boasted about their false bravery, Custard accepted with humility.	2 + 1 = 3
iii.		**Any two value points:** • Mandela believed though no one is born hating another person, if they could learn to hate, they can be taught to love. • Reason- love comes more naturally to the human heart than hate. • Mandela's experience in prison had taught him that all have a glimmer of humanity (Man's goodness can be hidden, not extinguished)	2 + 1 = 3
iv.		**Any two value points:** • Beautiful bounty of nature- evergreen forests/coffee plantations/land of rolling hills/hospitable traditions/ high energy adventure opportunities • Flora and fauna- rich and diverse • Brahmgiri hills/ Nisargadhama/ River Kaveri/ Buddhist settlements (diverse physical features)—all contribute to Coorg, making people compare it with heaven.	2 + 1 = 3
v.		**Any two value points:** Through the loss of the ball, the boy learns: • Responsibility • Inevitability of loss • Impermanence of things • Letting go/ standing up to face / cope with the loss • Money is external	2 + 1 = 3

9.	Any **two** out of three:	2 X 3= 6
	Footprints Without Feet Content– 2 marks Expression– 1 mark	
i.	**Any two value points:** ● 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.	**Any two value points:** The voice- asked about Horace's condition mentioning hay fever, suggesting medical treatment. ● 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.	**Any two value points:** ● 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: *First Flight* Content -3 marks Expression -2 marks (coherence, cohesion, effective style) Accuracy-1 mark(spelling, punctuation, grammar)	1X6=6
a.	**((Any three value points. At least one from each text)** Lencho's feeling-Initial grief ● Trust in God /left everything on the God/keep 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	3 + 2 + 1 = 6

		Mandela's feeling -complex and deeply rooted in personal experiences	
		• Believed in taking responsibilities and overcoming /working on the hardships. • Empathy for victims also • Call for reconciliation • Freedom for justice • Hope for future • Source of strength -internal	
		OR	
b.		**(Any three value points. At least one from each text)** Humour in the poem by Ogden Nash arises from several clever techniques and playful elements - eg: • 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,repetition,hyperbole,irony,onomatopoeia and anthropomorphism Chekhov's use of language in The Proposal: • 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.		Any one out of two: *Footprints Without Feet* Content -3 marks Expression -2 marks (coherence, cohesion, effective style) Accuracy-1 mark(spelling, punctuation, grammar)	1 X 6 = 6
a.		**(Any two points from both parts- well developed)** Part 1— • Hari Singh, an experienced thief, met Anil during a wrestling match. • Anil looked easy going, kind and simple. • Hari Singh humoured Anil and expressed his wish to work for him. Part 2---- • Anil (knew of the theft) did not hand Hari Singh to the police, did not even mention the theft, nor did he punish him.	3 + 2 + 1 = 6

		• Anil believed in kindness/ empathy / humanity/ inherent goodness of human beings. He also understood human weakness and temptation. Decided to forgive. • Anil rewarded Hari with a 50 rupee note and promised to pay him a regular salary, reposing his trust in Hari	
		OR	
b.		**(Any three points- well developed)** Ebright's mother—a single parent, encouraged/ fuelled his interest/played a crucial role in Ebright's life. ● She brought his friends home ● She found work for him, helped in learning things/ did things together at night ● She took him on trips ● She bought him telescopes, microscopes, cameras and other equipment. ● She bought books for Ebright (*The Travels of Monarch X* particularly opened the world of science for him) ● Encouraged him when he did not win in the County Fair.mo	3 + 2 + 1 = 6