

**SOLUTIONS**  
**ENGLISH LANGUAGE & LITERATURE (184)**

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	<b>SECTION A (READING SKILLS)</b>	<b>(20 Marks)</b>
<b>1.</b>	<b>PASSAGE 1</b>	<b>10</b>
I.	ESP is seen as a way to: <b>(Any one)</b> <ul style="list-style-type: none"> <li>• Encourage greater sustainable consumption and production.</li> <li>• Counter effects of climate change</li> <li>• Address threats to biodiversity</li> <li>• Provide more efficient disaster risk management</li> </ul>	1
II.	<ul style="list-style-type: none"> <li>• ESD a lifelong process from early childhood to higher and adult education, and goes beyond formal education.</li> </ul> Critical areas: <b>(any one)</b> <ul style="list-style-type: none"> <li>• values, lifestyles and attitudes</li> <li>• Curriculum projects linked with recycling/ energy and water conservation/ pollution reduction and sustainable consumption.</li> </ul>	(1+1)
III.	Curriculum projects linked with <b>(Any two)</b> <ul style="list-style-type: none"> <li>• Recycling</li> <li>• energy and water conservation</li> <li>• pollution reduction</li> <li>• sustainable consumption</li> </ul>	1
IV.	<b>(Any two)</b> <ul style="list-style-type: none"> <li>• Children have the greatest capacity to learn in the early years</li> <li>• In these years, many of our fundamental attitudes and values are formed</li> <li>• Children already investigating issues related to recycling, energy conservation/ waste disposal/changes in the local environment</li> </ul>	2
V.	(A) Positive Change/(B) power to reform	1
VI.	(C) UNICEF reports show that children under the age of eight represent the highest percentage of affected populations in global emergencies.	1
VII.	<ul style="list-style-type: none"> <li>• Equitable access to high quality pre-school programmes remain a problem in both rich and poor countries</li> <li>• Linking health and education agenda important</li> </ul>	$\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2}$ mark for each correct part
VIII.	Assertive/objective/matter of fact/ informative/ formal <b>(any other synonym)</b>	1
<b>2.</b>	<b>PASSAGE 2</b>	<b>10</b>
I.	(B) It has developed very quickly.	1
II.	(A) Both the Assertion and Reason are true and the Reason is the correct explanation of the Assertion	1
III.	<b>(Any two)</b> <ul style="list-style-type: none"> <li>• EVs do not consume any energy when stationary compared to ICE</li> <li>• EVS emit 30-80% less GHGs than ICE</li> </ul>	2

	<ul style="list-style-type: none"> <li>• EVs reduce GHGs</li> <li>• Evs are energy efficient</li> </ul>		
IV.	Stationary/parked/not in use/not running/immobile ( <b>any one</b> )	1	
V.	By making India self-sufficient	1	
VI.	Reduce	1	
VII.	<p>(<b>Any one</b>)</p> <ul style="list-style-type: none"> <li>• FAME Policy</li> <li>• To encourage EV adoption</li> </ul>	1	
VIII.	EV market gaining momentum	1	
IX.	That policies (financial, etc.) are implemented efficiently.	1	
<b>SECTION-B</b> <b>GRAMMAR AND CREATIVE WRITING SKILLS</b> Full credit – 1 mark for correct answer. No partial credit.		<b>20 Marks</b>	
I	Purchased	1	
II	Should	1	
III	Error	Correction	1
	has	Have	
IV	(A)Sounded interesting	1	
V	(B) ate----eats	1	
VI	Pledged to plant some trees that weekend	1	
VII	Error	Correction	1
	Maintain/in	Maintaining/to	
VIII	(B)started	1	
IX	(D) each	1	
X	Should	1	
XI	(D)applies	1	
XII	Changes---change	1	
<b>CREATIVE WRITING SKILLS</b>			
<i>Note : All details presented in the questions are imaginary and created for assessment purpose.</i>			
<b>4.</b>	Attempt ANY ONE from (A) and (B) given below:	<b>5marks</b>	
<p>4 (A) and (B)</p> <p><i>Formal Letter Writing</i></p> <p><i>Any one from (A) and (B) to be attempted</i></p> <p><b>Content-2 marks</b></p> <p><b>Format-1 mark</b></p>			

- No mark for format alone if content is irrelevant or missing
- Full credit of 1 mark if all aspects are mentioned
- Partial credit of ½ mark if one or two aspects are missing
- No credit if more than two aspects are missing

**Organisation of ideas-1 mark** (Effective style, orderly sequence, paragraphed structure and formal tone and vocabulary)

**Accuracy-1mark** (Spelling ,punctuation and grammar)

(A)	<p>Value points:</p> <p><b>(At least two points, one from both aspect)</b></p> <p>Highlighting issues with infrastructure/other facilities:</p> <ul style="list-style-type: none"> <li>• Growing incidents of theft</li> <li>• Atmosphere of fear among the residents</li> <li>• Apathy of the authorities</li> <li>• Reluctance in approaching the police/authorities</li> </ul> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• Stricter surveillance</li> <li>• Regular patrolling</li> <li>• Quicker and effective response by the authorities</li> <li>• Due punishment to the offenders</li> <li>• Investing in infrastructure, like CCTVs, streetlights, etc.</li> <li>• Helpline numbers</li> </ul> <p><b>(Any other relevant point)</b></p>	2+1+1+1
<b>OR</b>		
(B)	<p>Value points:</p> <p><b>(At least two points, one from both aspect)</b></p> <p>Highlighting the issue:</p> <ul style="list-style-type: none"> <li>• Poor condition of roads</li> <li>• Huge potholes</li> <li>• Dysfunctional traffic lights</li> <li>• Unmarked pedestrian crossing</li> <li>• Chaos at the intersection leading to increased number of accidents</li> </ul> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• Awareness about civic responsibilities</li> <li>• Improved road infrastructure</li> <li>• Periodical maintenance required</li> <li>• Constructing footpaths for pedestrians</li> </ul>	2+1+1+1

	<ul style="list-style-type: none"> <li>• Use of quality material</li> <li>• Modern road technology</li> <li>• Better urban planning</li> </ul> <p><b>Any other relevant point</b></p>	
<b>5.</b>	<b>Attempt ANY ONE from (A) and (B) given below:</b>	<b>5marks</b>
<p>5(A) and (B)  Analytical Paragraph  Any one from (A) and (B) to be attempted  <b>Content-2 marks</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Organisation of ideas-2marks</b></p> <ul style="list-style-type: none"> <li>• Effective style, orderly sequence, and formal tone and vocabulary</li> <li>• Linking words and phrases like: however, in addition to, in contrast to, therefore, etc. should be included</li> </ul> <p><b>Accuracy-1mark (Spelling ,punctuation and grammar)</b></p>		
<b>(A)</b>	Value Points: Digital India program <ul style="list-style-type: none"> <li>• IT-Jobs</li> <li>• E-governance</li> <li>• E-Kranti Electronic Delivery of Services</li> <li>• Broadband for all- urban and Rural</li> <li>• Information for all.</li> </ul>	2+2+1
<b>OR</b>		
<b>(B)</b>	Value Points: <ul style="list-style-type: none"> <li>• Dance, music, art</li> <li>• Outdoor sports like cricket, hockey, basketball, soccer, tennis</li> <li>• Computer games</li> <li>• Net surfing</li> <li>• Social media</li> </ul>	2+2+1
<b>SECTION-C</b> <b>LITERATURE TEXT BOOK</b>		<b>40 marks</b>
<b>6</b>	<b>Read the following extracts and answer the questions for any one of the given two, (a) or (b) :</b>	<b>5</b>
A. I	Depressed/lonely/upset/bored OR any other synonym	1

II.	(D)reflective	2
III.	Friend	1
IV	<b>(Any one point)</b> <ul style="list-style-type: none"> <li>• Paper is non-judgmental</li> <li>• Paper is more patient than humans</li> </ul> <b>(Any other relevant point)</b>	1
	<b>OR</b>	
B.I	<ul style="list-style-type: none"> <li>• Matilda’s emotional state-upset/ unhappy/ dissatisfied/ frustrated/ vexed,etc. due to the inability to buy the desired costume for the ball.</li> <li>• Financial situation- financial constraints/ husband’s economical nature made her anxious about the dress</li> </ul>	1+1
II	(D)The card did not bear her name.	1
III	To give the card to some colleague whose wife was better fitted out	1
IV	One who is mindful at spending (due to financial constraints)	1
7.	<b>Read the following extracts and answer the questions for any one of the given two, (a) or (b) :</b>	<b>5</b>
A.I	(C) It emphasizes that an unexpected noise was heard.	1
II	<b>(Any two points)</b> <ul style="list-style-type: none"> <li>• He was bullied by other housemates</li> <li>• Sought refuge/comfort/security in a cage</li> <li>• Avoided confrontation; was seen as a coward</li> </ul>	2
III	(A)Through the telescope she saw a star Which she thought was very far She stretched her hand And felt the crumple of the sand.	1
IV	Coward	1
	<b>OR</b>	
B.I	<b>(Any two points)</b> <ul style="list-style-type: none"> <li>• Atmosphere of tranquility and detachment</li> <li>• Description of night-“fresh”, “whole moon”, “shine”, “ open sky”, etc.</li> <li>• Metaphorical-Revolutionary/hopeful/optimistic</li> </ul>	2
II	(A)Entry point-vastness/ (C) allowing access and vision-expanse of space	1
III	The details of the departure of the trees from the house	1
IV	(C) 4 and 5	1

8.	<p>Answer any <i>four</i> of the following five questions in 40 – 50 words each:</p> <p>Content – 2 marks (at least 2 value points)</p> <p>Expression – 1 mark (Effective style, coherence and cohesion)</p>	4× 3=12
I.	<p>(Any two points)</p> <ul style="list-style-type: none"> <li>• Animals identified by their unique characteristics</li> <li>• Physical appearance linked to their nature/behavioural traits</li> <li>• Examples- Bear’s hug, crocodile tears, etc.</li> </ul>	2+1
II	<p>(At least one point for each character)</p> <ul style="list-style-type: none"> <li>• Rajvir was visiting Assam for the first time</li> <li>• Rajvir was awed by the beauty he witnesses on his train journey</li> <li>• Pranjol was used to these sights/had prior knowledge about the place</li> <li>• Pranjol was a native of Assam</li> </ul>	2+1
III	<p>(Any two points)</p> <ul style="list-style-type: none"> <li>• Hemlock tree and crow-traditional symbols of negativity/ despair/ gloom/ death, etc.</li> <li>• These symbols are reversed</li> <li>• Depict positive change and transformative/healing power of nature</li> </ul>	2+1
IV	<p>(At least one for each aspect of the question)</p> <p>Suffering:</p> <ul style="list-style-type: none"> <li>• Lencho’s cornfield suffered damage due to hailstorm</li> <li>• cornfield reduced to a patch of salt/nothing</li> </ul> <p>Role of faith:</p> <ul style="list-style-type: none"> <li>• Had faith that god would help him</li> <li>• Writes a letter to God seeking help to recover losses</li> </ul> <p><b>Any other relevant point</b></p>	2+1
V	<p>(At least one statement and one evidence)</p> <p>Statement:</p> <ul style="list-style-type: none"> <li>• They humiliate/accuse/put forward non-sensical arguments to prove their point</li> <li>• No fruitful conclusion is reached</li> <li>• Jeopardises the proposal of marriage</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Lomov suffers physically as well</li> </ul>	2+1

	<ul style="list-style-type: none"> <li>Natalya and Lomov engage in comically heated arguments over Oxen Meadows and dogs</li> </ul> <p><b>(Any other relevant point)</b></p>	
<b>9.</b>	<p><b>Answer any two of the following three questions in 40 – 50 words each:</b></p> <p>Content – 2 marks (at least 2 value points)</p> <p>Expression – 1 mark (Effective style, coherence and cohesion)</p>	<b>2× 3=6</b>
<b>I</b>	<p><b>(Any two points)</b></p> <ul style="list-style-type: none"> <li>Bholi-ugly/ pockmarked/ stammering/ dimwit</li> <li>Nervous anxious girl/lacked confidence</li> <li>Received no love from family/friends</li> <li>Thought she would be sold like Laxmi(the cow)</li> </ul> <p><b>(Any other relevant point)</b></p>	2+1
<b>II</b>	<p><b>(Any two points)</b></p> <ul style="list-style-type: none"> <li>Tricki was extremely unwell/listless/bloated sausage,etc.</li> <li>was overfed (cod-liver,chocolate, brandy, etc.)</li> <li>Treated by dr gerriot by simple means/processes</li> <li>Transformed into lithe/hard muscled/energetic etc. animal</li> <li>Mrs pumphrey assumed he underwent a critical surgery</li> </ul> <p><b>(Any other relevant point)</b></p>	2+1
<b>III</b>	<p><b>(At least one point for each aspect of the question)</b></p> <p>Story about the police:</p> <ul style="list-style-type: none"> <li>Refers to the important paper requiring extra protection</li> <li>Asked police to check on him for safety</li> </ul> <p>Effect on Max</p> <ul style="list-style-type: none"> <li>Flustered/confused/scared Max</li> <li>Jumped off the balcony</li> </ul> <p><b>(Any other relevant point)</b></p>	2+1
<b>10.</b>	<p><b>Answer any one of the following two questions in 100 – 120 words :</b></p> <p>Content – 3 marks</p> <p>Expression (Effective style, coherence and cohesion) – 2 marks</p> <p>Accuracy (Spelling, punctuation, grammar) – 1 mark</p>	<b>6 marks</b>
<b>I</b>	<p><b>(Any three points from each lesson</b></p> <p><b>(At least one from each lesson)</b></p> <p>Dust of Snow-</p>	3+2+1

	<ul style="list-style-type: none"> <li>• Nature- a transformative/healing force</li> <li>• Crow and hemlock tree- inspiring a change of heart in the poet</li> <li>• Conventional symbols reversed</li> </ul> <p>Fire and Ice:</p> <ul style="list-style-type: none"> <li>• Destructive power of nature/ human emotions</li> <li>• Fire- likened to desire/lust/greed- all-consuming emotions</li> <li>• Ice- hatred/apathy/frigidity/etc.</li> </ul> <p><b>(Any other relevant point)</b></p>	
	<b>OR</b>	
II	<p><b>(At least three points including both aspects of the question )</b></p> <p>A Letter to God:</p> <ul style="list-style-type: none"> <li>• Lencho’s cornfield suffered damage due to hailstorm</li> <li>• cornfield reduced to a patch of salt/nothing</li> <li>• Had faith that god would help him</li> <li>• Writes a letter to God seeking help to recover losses</li> </ul> <p>Two Stories about Flying</p> <ul style="list-style-type: none"> <li>• Seagull did not believe in his natural instincts/agency</li> <li>• Seagull saw the parent as the safety net</li> <li>• persists in learning to fly even after several failed attempts</li> <li>• conquers fear</li> </ul> <p><b>(Any other relevant point)</b></p>	3+2+1
11.	<p>Answer any <i>one</i> of the following two questions in 100 – 120 words :</p> <p><b>Content</b> – 3 marks</p> <p><b>Expression</b> (Effective style, coherence and cohesion) – 2 marks</p> <p><b>Accuracy</b> (Spelling, punctuation, grammar) – 1 mark</p>	<b>6marks</b>
I	<p><b>(At least three points including both aspects)</b></p> <p>Brilliant scientist-</p> <ul style="list-style-type: none"> <li>• Invented an invisibility potion</li> <li>• Shows passion/commitment for his subject/discipline</li> </ul> <p>Lawless person-</p> <ul style="list-style-type: none"> <li>• Abuses his invention</li> <li>• Shows reckless behavior</li> <li>• Burns down his landlord’s house</li> <li>• Steals from stores/clergyman, etc.</li> </ul>	3+2+1

	<ul style="list-style-type: none"> <li>• Attacks Mr. and Mrs. Hall</li> <li>• Assaults the policeman</li> </ul> <p><b>(Any other relevant point)</b></p>	
	<b>OR</b>	
II	<p><b>(At least three points including both aspects of the question)</b></p> <ul style="list-style-type: none"> <li>• wonderstruck at the beauty of the outside world</li> <li>• found it amusing to see a young cow running in the middle of the road</li> <li>• felt scared and frightened to see the same cow lying dead on the road, while coming back.</li> <li>• image of the dead cow haunted her, dampening her spirits and made her sad.</li> <li>• Exposed to the idea of life and death</li> <li>• Became aware of knowledge/experiences beyond immediate reality</li> </ul> <p><b>(Any other relevant point)</b></p>	3+2+1