

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

| <b>SECTION A- 20 marks</b>                 |  |                 |
|--|--|-----------------|
| <b>Reading</b>                             |  |                 |
| QNO  |  | MARKS           |
| <b>1.</b>                                  | <b>Passage 1</b>   | <b>10 Marks</b> |
| i.   | (A) Social interaction is necessary to nurture creativity.   | 1               |
| ii.  | (A) Both the Assertion and Reason are true, and the Reason is the correct explanation of the Assertion.  | 1               |
| iii.                                       | Inexhaustible  | 1               |
| iv.  | <b>(Any two)</b> <ul style="list-style-type: none"> <li>• 98% of 3 to 5 year old exhibited creative thinking</li> <li>• ability drops to 10% among 13 to 15 year olds</li> <li>• only 2% among 25 years olds indicate the innate creativity</li> </ul> | 1+1             |
| v.   | Social   | 1               |
| vi.  | Creativity flourishes all around – <ul style="list-style-type: none"> <li>• in science and technology</li> </ul>   | 1               |
| vii.                                       | arts/music/writing/technology/science and innovation/ business/medical sciences/law/journalism/education<br>(Any one)  | 1               |
| viii.                                      | <ul style="list-style-type: none"> <li>• future of creativity not in danger</li> </ul> Need to build a truly creative society that rewards creativity  | 1+1             |
| <b>2.</b>                                  | <b>Passage 2</b>   | <b>10 Marks</b> |
| i.   | (B) The consumers are confused   | 1               |
| ii.  | Thriving   | 1               |
| iii.                                       | Data utilization   | 1               |
| iv.  | Retail Assistance  | 1               |
| v.   | (C) Marketing Trends   | 1               |
| vi.  | follow   | 1               |
| vii.                                       | offer limited, functional, mid- priced products / instill customer confidence / break the cycle of consumerism   | 1               |
| viii.                                      | creators often prioritise wealthier consumers  | 1               |
| ix.  | <b>(Any two)</b> <ul style="list-style-type: none"> <li>• Overwhelming array of choices</li> <li>• Depends on venture capital funding</li> <li>• Expectation of rapid growth</li> </ul>  | 1+1             |
| <b>SECTION B – 20 marks</b>                |  |                 |
| <b>Grammar and Creative Writing Skills</b> |  |                 |
| <b>3.</b>                                  | <b>Grammar</b> <ul style="list-style-type: none"> <li>• Any ten out of twelve questions</li> <li>• Full credit-1 mark for the correct answer</li> <li>• No partial credit</li> </ul>   | <b>10 marks</b> |
| i.   | burning  | 1               |

|              |   |                   |                 |
|--------------|---|-------------------|-----------------|
| <b>ii.</b>   | <b>Error</b>  | <b>Correction</b> | 1               |
|              | concerning  | concerned         |                 |
| <b>iii.</b>  | (A) of  |                   | 1               |
| <b>iv.</b>   | (D) had come  |                   | 1               |
| <b>v.</b>    | <b>Error</b>  | <b>Correction</b> | 1               |
|              | allowed   | allow             |                 |
| <b>vi.</b>   | He wanted a reference book for physics which he could use for his project work.   |                   | 1               |
| <b>vii.</b>  | which   |                   | 1               |
| <b>viii.</b> | (C) many  |                   | 1               |
| <b>ix.</b>   | was a result  |                   | 1               |
| <b>x.</b>    | (B) He swore that he had not stolen the bag   |                   | 1               |
| <b>xi.</b>   | (D) view – views  |                   | 1               |
| <b>xii.</b>  | (A) very few / some   |                   | 1               |
|              |   |                   |                 |
|              | <b>Creative Writing Skills</b>  |                   | <b>10 marks</b> |
| <b>4.</b>    | <b>Any one from (a) or (b)</b>  |                   | <b>5</b>        |
|              | <p><b>General instructions for Q4 (a) and (b): No mark to be awarded if only format is written, without any/irrelevant content</b></p> <p>Format-1 Mark (Full credit if all aspects included; partial credit, ½ marks, if one / two aspects are missing; no credit, if more than two aspects are missing)</p> <p>Content-2 Marks</p> <p>Organisation of Ideas – 1 (effective style, orderly sequence, paragraphed structure, formal tone and vocabulary)</p> <p>Accuracy – 1 (spelling, punctuation and grammar)</p>  |                   |                 |
| <b>a.</b>    | <p><b>Suggested Value Points (any two value points)</b></p> <ul style="list-style-type: none"> <li>• Declining writing habits</li> <li>• Increased dependence on internet resources</li> <li>• Internet resources affect children’s expression skill</li> <li>• Adverse impact on academic performances</li> <li>• Organize reading and writing workshop</li> <li>• Organize daily reading period in every class</li> <li>• Encourage the students – maintain journal</li> <li>• Appreciation certificate for students</li> <li>• Acknowledging the students efforts</li> </ul> <p>(Accept any other relevant point.)</p> |                   | 1+2+1+1         |
| <b>b.</b>    | <p><b>Suggested Value Points (any two value points)</b></p> <ul style="list-style-type: none"> <li>• Keen interested in planning a family gateway</li> <li>• Provide Itinerary options and the activities</li> <li>• Availability of rooms and their costs</li> <li>• Nearby attractions – to explore</li> <li>• Transport facilities – Wi-Fi facility</li> <li>• Availability of any special package / offers</li> <li>• Special packages for different age group</li> <li>• Food facility</li> </ul> <p>(Accept any other relevant point.)</p>  |                   | 1+2+1+1         |
|              |   |                   |                 |
| <b>5.</b>    | <b>Any one from (a) or (b)</b>  |                   | <b>5</b>        |

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|--|--|----------|
|  | <p>Content – 2</p> <ul style="list-style-type: none"> <li>• Full credit of 2 mark for all value points given in the question.</li> <li>• Partial credit of 1 mark if only 2 points are given</li> </ul> <p>Organisation of Ideas – 2 (effective style, orderly sequence, single paragraph structure, formal tone and vocabulary) Linking words and phrases like: however, in addition to, in contrast to, therefore etc. should be included.</p> <p>Accuracy – 1 (spelling, punctuation and grammar)</p>   |          |
| <b>a.</b>  | <p>Suggested Value Points</p> <ul style="list-style-type: none"> <li>• Table indicates the Pros and Cons of Internet</li> </ul> <p>Pros –</p> <ul style="list-style-type: none"> <li>➤ Connectivity</li> <li>➤ Communication speed and versatile working</li> <li>➤ Learning Re-defined</li> <li>➤ Transfer of Data</li> </ul> <p>Cons –</p> <ul style="list-style-type: none"> <li>➤ Data security</li> <li>➤ Social isolation</li> <li>➤ Addicted towards it</li> <li>➤ Plagiarism and copyright</li> </ul> <p><b>(Accept any other relevant point.)</b></p> | 2+2+1    |
| <b>b.</b>  | <p>Suggested Value Points</p> <p>-</p> <ul style="list-style-type: none"> <li>➤ Misuse of Information Technology with the intention to trouble others</li> <li>➤ It comes in various forms-hacking, negative comments-spreading rumours</li> <li>➤ Impact-spoils image, self-doubt, results in insecurities and complexes</li> <li>➤ Causes- desire of power, seeking entertainment, escapism, inadequate regulations</li> </ul> <p><b>(Accept any other relevant point.)</b></p>  | 2+2+1    |
| <p><b>SECTION C- 40 Marks</b><br/><b>Literature Textbook</b></p> |  |          |
| <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> |
| <b>a.</b>  |  |          |
| <b>i.</b>  | Realisation of meaning of courage/resilience/strength/conquering of fear   | 1        |
| <b>ii.</b>   | (D) Ability to overcome fear   | 1        |
| <b>iii.</b>  | <p><b>(any two)</b></p> <ul style="list-style-type: none"> <li>• triumph over fear rather than the absence of fear</li> <li>• differs from the common misconception that courage defined by absence of fear</li> <li>• emphasizes on courage that involves overcoming of fear rather than avoiding it.</li> </ul>  | 2        |
| <b>iv.</b>   | impossible to understand   | 1        |
| <b>b.</b>  |  |          |
| <b>i.</b>  | A) joyous  | 1        |
| <b>ii.</b>   | <ul style="list-style-type: none"> <li>• uplifts the protagonist’s motivation</li> <li>• Brings positive change in the protagonist’s outlook</li> <li>• Hopeful of being educated by Anil</li> <li>• Looks for respectable space in society</li> </ul> <p style="text-align: right;"><b>(any two)</b></p>  | 1+1      |

|      |   |           |
|------|---|-----------|
| iii. | nobility  | 1         |
| iv.  | “My heart sank”-a feeling of disappointment/worry/fear<br>“My spirits rose”- positive emotional state/hopeful/optimistic  | ½ + ½     |
|      |   |           |
| 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.   | stumbling forward   | 1         |
| ii.  | <b>(any two)</b> <ul style="list-style-type: none"> <li>• appears to be eerie and foreboding</li> <li>• Glass symbolises-man made barrier, sense of tension</li> <li>• Trees (nature) struggling to move out from the concrete structure in the open</li> <li>• Discord between human consciousness and natural world</li> </ul> <p>(any other relevant point from the poem)</p>                    | 2         |
| iii. | B) eerie and foreboding   | 1         |
| iv.  | the trees would move out of the house and into the forest   | 1         |
|      |   |           |
| b.   |   |           |
| i.   | <b>(any one)</b> <ul style="list-style-type: none"> <li>• Her mother gives her too many instructions</li> <li>• She doesn’t want to follow them but she cannot dare to ignore them</li> </ul>   | 1         |
| ii.  | <ul style="list-style-type: none"> <li>• yearns for freedom/ tranquillity/independence</li> <li>• portrays unhappiness/ discontentment/ dissatisfaction/ unhappiness/ to be all alone</li> </ul>  | 1+1       |
| iii. | To convey a sense of peace / solitude/ silence  | 1         |
| iv.  | B) 2 and 3  | 1         |
|      |   |           |
| 8.   | <b>Answer any four of the following five questions in about 40 -50 words</b>  | <b>12</b> |
|      | Content – 2 marks (atleast 2 value points)<br>Expression – 1 marks (Effective style, coherence and cohesion)  |           |
| i.   | <b>any two value points</b> <ul style="list-style-type: none"> <li>• Death is inevitable</li> <li>• Weeping and grieving makes pain greater</li> <li>• Becomes sick and pale</li> <li>• Everything is subject to death</li> <li>• World is deeply affected by suffering, disease or pain</li> <li>• Inevitable there is death and decay</li> </ul> <p>(Any other relevant point to be accepted)</p> | 2+1       |
| ii.  | <b>any two value points</b> <ul style="list-style-type: none"> <li>• Nature’s power to uplift and renew the human spirit</li> <li>• Small, unexpected touch of snow transforms a negative mood</li> <li>• ability to influence/enhance emotional well-being</li> </ul> <p>(Any other relevant point to be accepted)</p>   | 2+1       |
| iii. | <b>any two value points</b> <ul style="list-style-type: none"> <li>• faith shines brightly amid adversity</li> <li>• firm belief that God will provide help for his needs</li> <li>• he writes a letter to God</li> </ul>   | 2+1       |

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|-------------|--|---|
|             | <ul style="list-style-type: none"> <li>• beacon of hope</li> <li>• does not blame God</li> </ul> <p>(Any other relevant point to be accepted)</p>  |   |
| <b>iv.</b>  | <p><b>any two value points</b></p> <p>First part</p> <ul style="list-style-type: none"> <li>• scared and unsure about flying</li> <li>• he doubted his wings would not be able to support him</li> </ul> <p>second part</p> <ul style="list-style-type: none"> <li>• his parents, brothers and sister had already flown away</li> <li>• they left him alone deliberately</li> </ul> <p>(Any other relevant point to be accepted)</p> | <p>1- first part</p> <p>1- second part</p> <p>2+1</p> |
| <b>v.</b>   | <p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• a behaviour of restrained frustration</li> <li>• it paces restlessly and moves with a slow, deliberate gait</li> <li>• a lack of natural stimuli</li> <li>• ignores the visitor</li> <li>• spends its night gazing at stars</li> </ul> <p>(Any other relevant point to be accepted)</p>  | 2+1   |
| <b>9.</b>   | <b>Answer any two out of the three questions, in about 40-50 words.</b>  | <b>6</b>  |
|             | Content – 2 marks (atleast 2 value points)<br>Expression – 1 marks (Effective style, coherence and cohesion)   |   |
| <b>i.</b>   | <p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• to prevent him from overeating which was detrimental to his health</li> <li>• to stay at surgery</li> <li>• he could hardly walk/tongue lolling/bloated sausage</li> <li>• Herriot to monitor his diet/health</li> </ul> <p>(Any other relevant point to be accepted)</p>  | 2+1   |
| <b>ii.</b>  | <p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• Her excessive materialism</li> <li>• Dissatisfaction with her modest life</li> <li>• Yearning for wealth/luxury</li> <li>• Her preoccupation with status and appearances</li> <li>• Losing the necklace plunges into years of hardship</li> <li>• Her superficial desires</li> </ul> <p>(Any other relevant point to be accepted)</p>                    | 2+1   |
| <b>iii.</b> | <p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• The power of kindness and compassion over harsh punishment</li> <li>• Leading him to re-evaluate his life choices</li> <li>• Motivated to change his ways</li> <li>• Become more honest</li> <li>• Cease the importance of education</li> <li>• Respectable place in society</li> </ul>  | 2+1   |

|            |   |          |
|------------|---|----------|
|            | (Any other relevant point to be accepted)   |          |
| <b>10.</b> | <b>Answer any one of the following questions, in about 100-120 words.</b>   | <b>6</b> |
|            | Content-3                      Expression-2 (Effective style, coherence and cohesion)<br>Accuracy-1 (spelling, punctuation and grammar)   |          |
| <b>a.</b>  | <p><b>any 3 –at least one value point from each lesson</b></p> <p>In ‘Dust of Snow’,</p> <ul style="list-style-type: none"> <li>• Nature plays a pivotal role as transformative force</li> <li>• The falling ‘dust of snow’ from the crow alters the speaker’s mood</li> <li>• The crow acts as a vessel for nature’s positive influence by inadvertent by shaking the snow onto the speaker’s path</li> </ul> <p>In ‘Fog’,</p> <ul style="list-style-type: none"> <li>• Nature is depicted as a mysterious almost playful presence</li> <li>• It highlights nature’s power to affect human emotions</li> <li>• Symbolizing change, reflection and renewal</li> <li>• It is compared to cat and comes silently</li> </ul> <p>(any other relevant point from the text must be accepted)</p>  | 3+2+1    |
| <b>b.</b>  | <p><b>any 3 –at least one value point from each lesson</b></p> <p>The Diary of Anne Frank-</p> <ul style="list-style-type: none"> <li>• Anne’s optimistic spirit help her endure the hardships of being in hiding during the Holocaust</li> <li>• She remains hopeful about the future, even as she grapples with a loss of her innocence</li> <li>• She did not have any one true friend so made diary her friend</li> <li>• She was single out by the teacher for being a chatterbox ;responded with interesting essays</li> <li>• Eventually, her teacher became her friend and allowed her to talk</li> </ul> <p>Madam Rides the Bus</p> <ul style="list-style-type: none"> <li>• Valli though young displays confidence and determination</li> <li>• She embarks on her journey to the town</li> <li>• Despite her limited resources, Valli remain self-assured and independent, showing maturity beyond her years</li> <li>• She was a meticulous planner</li> </ul> <p>(any other relevant point from the text must be accepted)</p> | 3+2+1    |
| <b>11.</b> | <b>Answer any one of the following questions, in about 100-120 words.</b>   | <b>6</b> |
|            | Content-3                      Expression-2 (Effective style, coherence and cohesion)<br>Accuracy-1 (spelling, punctuation and grammar)   |          |
| <b>a.</b>  | <p><b>(Any three value points)</b></p> <ul style="list-style-type: none"> <li>• inquisitive child right from the beginning</li> <li>• Collected all 25 species of butterfly by the time he was in grade two</li> <li>• He was a straight –A student –second out of 1500 students in Howard</li> <li>• Did not give up after his first loss in County fair</li> <li>• Continued his experiments on butterfly-found the gold spot hormone and discovered cell theory</li> <li>• His unwavering commitment to scientific inquiry</li> <li>• His refusal to give up in the face of challenges serve as a profound inspiration</li> <li>• His ability to overcome obstacles</li> </ul>   | 3+2+1    |

|           |   |       |
|-----------|---|-------|
|           | <p>It inspires to</p> <ul style="list-style-type: none"> <li>• Embrace curiosity/stay dedicated/persist despite setbacks</li> </ul> <p>(any other relevant point from the text must be accepted)</p>  |       |
| <b>b.</b> | <p><b>(Any three value points)</b></p> <ul style="list-style-type: none"> <li>• Her teacher recognizes her inherent qualities</li> <li>• Nurtures her with patience and compassion</li> <li>• Encourages Bholi to overcome her challenges</li> <li>• Boosts her confidence and inspires her to find her voice</li> <li>• Transforms Bholi's self-perception from weakness to resilience</li> <li>• She instils values of kindness and self-acceptance</li> <li>• Tells Bholi that one day she would be more learned in the village</li> <li>• Encourages her to come daily to the school</li> <li>• Helps her to cure her stammering</li> <li>• Helps her becoming independent and taking a stand against marriage</li> <li>• Inspires her to become a teacher like her</li> </ul> <p>(any other relevant point from the text must be accepted)</p> | 3+2+1 |