

**Class XII**  
**English Core (301)**  
**Sample Question Paper 2018-19**

**Time allowed: 3 hrs.**

**Max. Marks: 100**

**General Instructions:**

- 1. This paper is divided into three sections: A, B and C.**
- 2. All the sections are compulsory.**
- 3. Read the instructions very carefully given with each section and question and follow them faithfully.**
- 4. Do not exceed the prescribed word limit while answering the questions.**

**SECTION-A (READING)**

**Q1. Read the passage and on the basis of your understanding of the passage answer the questions given below: (20)**

1. India has never subscribed to the doctrine of militarism and war in her history. Here war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. In spite of the frequency of wars in ancient India, in spite of highly developed military organization, techniques of war and imperialism, and in spite of the open justification of war as national policy, the heart of India loved pacifism as an ideal capable of realization. India's symbolic role was that of a peacemaker and it sincerely pinned its faith on the principle of 'Live and let live'. At least philosophically, India's intelligence supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualized the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.
2. This doctrine of philosophical pacifism was practiced by ancient *Aryans* is, no doubt, a question of controversial nature. Certainly, the great Indian teachers and *savants* stuck to this doctrine tenaciously and in their personal life they translated it into practice and preached it to masses and even to princes of military classes.
3. Another culture of those times, the existence of which has been proved by the excavations of *Mohan-jo-Daro*, also enunciated the doctrine of pacifism and friendship to all. Strangely enough, the Indus Valley civilization has revealed no fortification and very few weapons.
4. Ahimsa or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forgot their ferocity the moment they entered the circumference of his magnetic influence. The monks and nuns of these churches were apostles of peace, who reached every nook and corner of the world and delivered the message of love to war-weary humanity. The greatest votary was the royal monk *Ashoka*, who in reality was responsible for transforming Ahimsa as an act of personal virtue, to Ahimsa as an act of national virtue.

5. Many a historian recounting the causes of the downfall of the *Mauryas*, hold the pacific policy of *Ashoka* which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of *Sungas*, *Kanvas* and *Andhras*. But, in reality the fault lies with the weak successors of *Ashoka*, who could not wield the weapon of non-violence with a skill and efficiency which required the strength of a spiritual giant like *Ashoka*. They failed due to their subjective weakness: Pacifism itself was no cause of their failure.
6. Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unqualified support to the cause of pacifisms. They recognized the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilization operation. Thus, for centuries, in the pre-*Mauryan* India, scores of small independent republics existed and flourished without coming in clash with each other.
7. With regard to *Kautilya*, the much maligned militarist and the so called Machiavelli of India, He thinks that the object of diplomacy is to avoid war.
8. The Mahabharata observes in the connection, "A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissention." It denounces the warring world of men by comparing it to a dog-kennel. "First there comes the wagging of tails, then turning of one round to other, then the show of teeth, then the roaring and then comes the commencement of the fights. It is the same with men; there is no difference whatever." *Yajnavalkya* adds: 'War is the last expedient to be used when all others have failed.' Likewise, *Sri Krishna* who's *Bhagwad-Gita* has been styled by some as 'a song of the battle', should not be considered out and out militarist. When all the three expedients were exhausted, then alone the fourth was resorted to.
9. All possible avenues of peace such as negotiation, conciliation through conference, meditation and so on, were explored before the war was resorted to. This proves that the heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema, which was to be avoided as far as possible. (Words– 737)

(Extract from 'Culture India-Pacifism has been the Ideal' by Sri Indra)

**1.1 Answer each of the questions given below by choosing the most appropriate option: (1X5=5)**

- (i) The heart of India loved \_\_\_\_\_
  - a) a highly developed military organization
  - b) techniques of wars and imperialism
  - c) loans
  - d) pacifism
- (ii) Principle of 'Live and let live' means
  - a) imperialism
  - b) militarism
  - c) frequency of wars among nations
  - d) role of peace makers

- (iii) Aryans preached and practiced this to the masses
- non-violence
  - freedom of speech and action
  - philosophical pacifisms
  - practice of military organization
- (iv) Mahabharata compares the warring world with
- wise men
  - dog kennel
  - song of the battle
  - militarist
- (v) Unearthing *Mohan-jo-Daro* reinforced the following of Pacifism
- there was no fortification and very few weapons
  - they delivered the message of love
  - they were apostles of peace
  - thinks that the object of diplomacy is to avoid war

**1.2 Answer the following questions briefly:**

**(1X6=6)**

- How was war treated in India?
- Describe India's preparedness for war in spite of their belief in Pacifism.
- How did the Aryans practice the Doctrine of Pacifism?
- What is Ahimsa?
- What is the meaning of co-existence with rivals?
- Why should Bhagvad-Gita not be considered as "A song of the battle"?

**1.3 Answer any three of the following questions in 25-30 words:**

**(2X3=6)**

- What kind of unity did all the seers visualize?
- By some, Ashoka was considered as the cause of the downfall of the Mauryas. Do you agree? Give reasons for your answer.
- Which options were explored by Sri Krishna before resorting to war?
- Throw some light on the thinking of Kautilya regarding war.

**1.4 Pick out the words/phrases from the passage which are similar in meaning to the following:**

**(1X3=3)**

- express in definite and clear terms (para 3)
- defensive wall (para 3)
- the beginning (para 8)

**Q 2. Read the passage and answer the questions given below:**

**(10)**

1. There is a clear dichotomy between *Jayashankar Prasad's* daily life and the one that found expression in his literature. In his literary formulations, *Prasad* advocated an escape- from- personality ideal and categorically stated: "An artist's art, and not his person, is the touchstone to assess his work . . . it is only after losing his personality that he emerges in his art as an artist".
2. In *Prasad's* works – his poems, short stories, novels, dramas etc. – what emerges is life as shaped in the writer's inner self by his emotions, fancies, dreams, reveries . . . His writings are a record not of outer reality, but of the artist's inner world. As such, of a proper appreciation and understanding of his works more emphasis needs to be placed on the working of his mind, than the events of his day- to- day life.
3. Prasad was born in a renowned family of *Varansi*. His grand- father *Shiv Ratan Sahu*, a dealer in high quality perfumed tobacco (snuff). Besides being an astute businessman, he was endowed with a marked cultural taste. His home was the meeting place of the local poets, singers, artists, scholars and men of religion. Prasad's father *Devi Prasad Sahu* carried forward this high tradition of family. *Prasad*, therefore, had a chance to study the various phases of human nature in the light of the business traditions, artistic taste and religious background of his family.
4. When the business had somewhat recovered, *Prasad* planned the publication of a literary journal. Prasad started the "Indu". The inaugural number appeared in July 1909. By this time Prasad's notions of literature had crystalized into a credo. In the first issue of *Indu*, he proclaimed, 'Literature has no fixed aim; it is not slave to rules; it is free and all-embracing genius, gives birth to genuine literature which is subservient to none. Whatever in the world is true and beautiful is its subject matter. By the dealing with the True and Beautiful it establishes the one and affects the full flowering of the others. Its force can be measured by the degree of pleasure it gives to the reader's mind as also by criticism which is free of all prejudice". The words sound like the manifesto of romanticism in literature.
5. Even while recognizing the social relevance of literature, *Prasad* insisted, "The poet is a creator . . . he is not conditioned by his milieu; rather it is he who moulds it and gives it a new shape; he conjures up a new world of beauty where the reader for the time being, becomes oblivious of the outer world and passes his time in an eternal spring garden where golden lotuses blossom and the air is thick and pollen". Thus, the chief aim of literature according to Prasad is to give joy to the reader and to create a state of bliss in him. Later under the impact of *Shaivadvaitism*, this faith of *Prasad* got further strengthened.

**(word length- 490)**

*(Extract from 'Jayashankar Prasad- His mind and Art' by Dr. Nagendra)*

- 2.1 On the basis of your understanding of the above passage, make notes on it using headings and sub- headings. Use recognizable abbreviations (wherever necessary- minimum four) and a format you consider suitable. Also supply an appropriate title to it. **(5)**
- 2.2 Write a summary of the passage in about 100 words. **(5)**

### SECTION: B (ADVANCED WRITING SKILLS)

**Q.3** You are Simar / Smriti of Lotus International School, Jodhpur. Your school is organizing a workshop on 'Prevention of Drug Abuse' in the coming week. Prepare a poster with complete information for the students of class X-XII. (4)

**OR**

You are Simar / Smriti of Lotus International School, Jodhpur. Your school has decided to contribute in controlling traffic near your school and requires the names of volunteers from IX to XII. Write a notice to be displayed on the notice board. (50 words) (4)

**Q.4** Public demonstration causes a lot of disturbance in daily routine of common man. You almost missed your important entrance examination as people blocked the highway. As Tarun / Taruna, a student aspiring to be a doctor, write a letter to the Editor of The Times of India highlighting the need to discourage such demonstrations and disturbance by public on highways which cause a great loss of time and opportunity for many. (100-125 words) (6)

**OR**

You are Tarun / Taruna who bought a new Luminous Inverter for your home from R.K. Electronics, Noida but found many functional problems as the charging is not done properly and battery water is getting leaked. Write a letter of complaint to the proprietor to take care of the same. (100-125 words) (6)

**Q.5** You are Mukul / Mahima of Alps Public School. Your school has organized a debate on 'Social Media and It's Effects' and you will be participating from your school. Prepare your views against or in favour of the motion. (150-200 words) (10)

**OR**

As Mukul / Mahima of Alps Public School, write a speech to be delivered in school assembly highlighting the importance of cleanliness suggesting that the state of cleanliness reflects the character of its citizens. (150-200 words) (10)

**Q.6** By 2050, India will be amongst the countries which will face acute water shortage. You are highly alarmed and terrified of the future world without water. So, write an article on 'Save water- are we doing enough?' for the local daily in 150-200 words. (10)

**OR**

You are Karan / Kirti of L.M. Memorial Public School, Dwarka. Your school has adopted a village as a social responsibility. Students are being taken to teach the children of that village on a regular basis. Write a report, for your school magazine, on the various other programmes organized there in 150-200 words. (10)

## SECTION: C

### (LITERATURE: TEXT BOOKS and LONG READING TEXT)

**Q7. Read the following extract and answer the following questions briefly:**

What I want should not be confused  
with total inactivity.  
Life is what it is about;  
I want no truck with death.

- (i) Name the poem and the poet of the above stanza.
- (ii) What does the poet mean by 'inactivity'?
- (iii) Explain what life is all about, according to the poet?
- (iv) What is the ultimate expectation of the poet from all human beings? (1X4=4)

**OR**

When aunt is dead, her terrified hands will lie  
Still ringed with ordeals she was mastered by.  
The tigers in the panel that she made  
Will go on prancing, proud and unafraid.

- (i) Name the poem and the poet of the above stanza.
- (ii) What lies in store for the Aunt?
- (iii) Explain 'ringed with ordeals'.
- (iv) Identify and name the poetic device used in the last line of the above stanza. (1X4=4)

**Q8. Answer any four the following questions in 30-40 words:**

**(3X4=12)**

- (i) "We've all a great deal to reproach ourselves with" said M.Hamel. Refer to the context and explain what he wanted to convey to his students.
- (ii) Why was Edla happy to see the gift left by the peddler?
- (iii) When Gandhi got the whole hearted support of the lawyers, he said, 'The battle of Champaran is won'. What was the essence behind his statement?
- (iv) Did the prophecy of the astrologer come true at the end of the story? How?
- (v) What were the indignities that Zitkala-Sa had to suffer for being from a marginalized community?
- (vi) What story did Jo want to hear the next day and why? What was father's reaction to it?

**Q 9. Answer any one of the following questions in 120-125 words:**

**(6)**

- (i) Mukesh is not like the others. His 'dreams loom like a mirage amidst the dust of streets that fill his town Firozabad'. Justify the statement in the light of contrast in the mindsets of Mukesh and the people of Firozabad.
- (ii) Unrealistic dreams often lead to a great deal of unhappiness. Justify the statement on the basis of the story 'Going Places'.
- (iii) The childhood experience of terror of Douglas made him stronger and more determined. Elucidate the above statement supporting it with evidences from the text.

**Q10. Answer any one of the following questions in about 120-150 words: (6)**

- (i) The servants of Sadao and Hana reflect a particular mindset of the general public in society towards the thinking and broad minded human beings. Elaborate with the help of the story ‘The Enemy’.
- (ii) Optimism in one’s attitude helps deal with all the challenges in life. Prove the statement by referring to the character Mr. Lamb from the chapter ‘On the Face of It’.
- (iii) Give a detailed account of the preparations made by the Governor for Evans James to write his examination.

**Q11. Answer any one the following questions in about 120-150 words: (6)**

- (i) ‘I do not agree to this. Why dream of playing a game against the race. How can you hope to gain happiness? Do not be a lone wolf. Publish your results, take the world-take the nation at least-into your confidence’, said Dr. Kemp. These words sum up, to a large extent, the downfall of a genius like Griffin. Elucidate from the novel ‘The Invisible Man’.
- (ii) Mr. Hall is a carefree man as he has a typical working life-partner in Mrs. Hall. Such persons are found in every society. Give a peep into both their characters. (The Invisible Man)
- (iii) How are the weavers treated differently from the farmers by the locals of Raveloe? (Silas Marner)
- (iv) Describe in your own words, the village of Raveloe. List some of the differences between Raveloe and Lanter Yard.

**Q12. Answer any one of the following questions in about 120-150 words: (6)**

- (i) The unveiling of the stranger was as unplanned and sudden for himself as for the people of Iping. Explain the reason, incident and consequence of his unveiling.
- (ii) Describe and analyse the contribution of rustic characters in the development of plot of the novel, ‘The Invisible Man’.
- (iii) What is the significance of Gold in the novel, ‘Silas Marner’.
- (iv) In the war between love and luxury, love has priority. Justify on the basis of Silas Marner.

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**Class: XII**  
**English Core-(301)**  
**Marking Scheme 2018-19**

Time allowed: 3 Hrs

Maximum Marks: 100

**SECTION A (READING)**

<b>30</b>		
<b>1.</b>	<b>On the basis of your understanding of the above passage answer the questions given below,</b>	<b>1x5 = 5</b> <b>1x6 = 6</b> <b>3x2= 6</b> <b>1x3 = 3</b>
<b>1.1</b>	Answer each of the questions given below by choosing the most appropriate option:	
	d Pacifism	<b>1</b>
	d Role of peacemakers.	<b>1</b>
	c Philosophical Pacifism.	<b>1</b>
	b Dog kennel.	<b>1</b>
	a as there was no fortification and very few weapons	<b>1</b>
<b>1.2</b>	<b>Answer the following questions briefly</b>	
1.	The war was never treated as an Ideal in India, it was only tolerated as unavoidable and inevitable / all attempts were made to check it and control it.	<b>1</b>
2.	highly developed military organization/ techniques of war and imperialism/ the open justification of war as national policy	
3.	The doctrine of philosophical Pacifism was practiced by ancient Aryans. The great Indian teachers and savants stuck to this doctrine tenaciously, practiced and preached it to masses and royals.	<b>1</b>
4.	Ahimsa is the doctrine of non-violence in thought, speech and action / it is an act of personal virtue.	<b>1</b>
5.	The right of the rivals to exist, not mainly as enemies but as collaborators in the building of our civilization operation / co-existence without coming in clash with each other.	<b>1</b>
6.	It considers expedients of conciliation, gift and dissention and denounces war, when all these three expedients were exhausted, then only the fourth was resorted to.	<b>1</b>
<b>1.3</b>	<b>Answer any three questions briefly</b>	
a)	the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars	<b>2</b>
b)	the fault lies with the weak successors of Ashoka, who could not wield the weapon of non-violence with a skill and efficiency which required the strength of a spiritual giant like Ashoka. They failed due to their subjective weakness : Pacifism itself was no cause of their failure.	<b>2</b>
c)	negotiation, conciliation through conference, meditation	<b>2</b>

- 1.4 Pick out the words/phrases from the passage which are similar in meaning to the following:**
- |   |               |   |
|---|---------------|---|
| a | enunciated    | 1 |
| b | fortification | 1 |
| c | commencement  | 1 |

**2. Note 10**

- If a student has attempted only summary or only notes, due credit should be given.
- 1 mark allotted for the title to be given, even if a student has written the title either in Q2(a) or Q2(b).
- Content must be divided into headings and subheadings.

The notes provided below are only guidelines. Another title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences are not to be accepted as notes. Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.

- |    |   |   |
|----|---|---|
| a) | <b>NOTEMAKING</b>   | 5 |
|    | Distribution of Marks   |   |
|    | <b>Title</b>  | 1 |
|    | <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes) | 3 |
|    | <b>Abbreviations /Symbols</b> (with/without key)–any four                               | 1 |

**NOTE** Accept the notes and summary in the third person

**Suggested Notes:**

**Title:** Jayashankar Prasad- His life (any other suitable title)

1. His exp.n in lit.:
  - 1.1 an escape
  - 1.2 lose your personality
  - 1.3 record of writer's inner world
  - 1.4 more emph.z on mind than body
2. personal life :
  - 2.1 renowned family of Varansi
  - 2.2 home- meeting place of the local poets, singers
  - 2.3 grand-father- an astute businessman
  - 2.4 had a chance to study phases of human nature
3. started the "Indu":
  - 3.1 in July 1909
  - 3.2 proclaimed
    - a) Lit. has no fixed aim
    - b) is free and all embra'g genius
    - c) gives birth to genuine lit.

**Suggested Abbreviations:**

Lit. – literature

Emph.z – emphasize

Exp.n – expression

Embra'g - embracing

4. social relevance of literature
  - 4.1 poet is a creator
  - 4.2 moulds it
  - 4.3 conjures up a new world of beauty
  - 4.4 becomes oblivious of the outer world
5. chief aim of literature
  - 5.1 give joy to the reader
  - 5.2 create a state of bliss

b) **Summary-** The summary should include all the important points given in the notes.

<b>Content</b>	.	<b>3</b>
<b>Expression</b>	.	<b>2</b>

**SECTIONB: ADVANCED WRITING SKILLS** **30**

**NOTE**            **The objective of the section on Advanced Writing Skill is to test a candidate’s writing ability. Hence, expression assumes as much importance as the content of the answer.**

**3. POSTER MAKING**

Format: Title and Name of Issuing Authority	.	<b>1</b>
Content:	.	<b>2</b>
Expression and Creativity: grammatical accuracy, spellings	.	<b>1</b>

**VALUE POINTS: WORKSHOP ON PREVENTION OF DRUG ABUSE**

- time, date and venue of the event
- effects of drugs
- speaker
- visuals

**OR**

**NOTICE**

<b>Format-</b>	.	<b>1</b>
The format should include: ISSUING AUTHORITY/ NAME OF THE INSTITUTION, the word ‘NOTICE’, HEADING, DATE, and WRITER’S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box		

<b>Content</b>	.	<b>2</b>
<b>Expression</b>	.	<b>1</b>

Heading: [Workshop on Prevention of Drug Abuse/any other relevant title]

**Suggested value points:**

- |                              |                                  |
|------------------------------|----------------------------------|
| – Eligible for which classes | – Time, date, Area (Location)    |
| - Appeal                     | - last date for submitting names |

4. **Note:** - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas.  
Use of both the traditional and the new format is permitted. However, mixing up of the two is NOT acceptable.

<b>Format</b>	<b>1</b>
(1. Sender's address, 2. date, 3. receiver's address, 4. Subject, 5. salutation, 6. Closing.)	
<b>Content</b>	<b>3</b>
<b>Expression :</b>	<b>2</b>
Grammatical accuracy, appropriate words and spellings [1]	
Coherence and relevance of ideas and style [1]	
<b>Value Points:</b>	

**Letter to the Editor**

**INCONVENIENCE CAUSED TO PUBLIC DUE TO PROTEST & DEMONSTRATION**

- Introduction
- What is the complaint about  
Loss of Public property, time and missing of important assignments, effect on EMERGENCY services.
- urge the concerned deptt. to take action

**OR**

**LETTER OF COMPLAINT**

**PROBLEMS / FAULTS IN NEW INVERTER**

Suggested value points:

- Introduction
- What is the complaint about
- List the problems in the inverter
- Ask for redressal of complaint

5	<b>DEBATE / SPEECH</b>	<b>10</b>
	Format (opening address and conclusion)	<b>1</b>
	Content	<b>4</b>
	Expression:	<b>5</b>
	Grammatical accuracy, appropriate words and spellings [2½]	
	Coherence and relevance of ideas and style [2½]	

**DEBATE: SOCIAL MEDIA AND ITS EFFECTS**

Suggested Value Points

FOR

- Connectivity
- Updated Information
- Helps in creating awareness
- Helps in bonding

**AGAINST**

- Social Nuisance
- Fake news & Information
- Wrong mob mentality
- Wastage of time

**OR**

**SPEECH: IMPORTANCE OF CLEANLINESS**

Suggested value points:

- Importance of Cleanliness – School, home & Surroundings
- Present status
- Prevents diseases
- Need to practice?
- Reflects the character of the nation
- Benefits of Cleanliness
- Conclusion

<b>6.</b>	<b>ARTICLE</b>	<b>10</b>
	Format	<b>1</b>
	Heading and Writer's Name	
	Content	<b>4</b>
	Expression :	<b>5</b>
	Grammatical accuracy, appropriate words and spellings [2½]	
	Coherence and relevance of ideas and style [2½]	

**SAVE WATER – ARE WE DOING ENOUGH?**

Suggested value points:

Introduction

mention briefly the status of the issue

Topic analysis

- discuss why saving water is Important.
- describe how this deficit will affect people and humankind.

Conclusion

- suggest what can be done to save water for the future.

**OR**

**REPORT**

Format :

Headline and Reporter's Name

Content

Expression :

Grammatical accuracy, appropriate words and spellings [2½]

Coherence and relevance of ideas and style [2½]

**1**

**4**

**5**

## VARIOUS ACTIVITIES IN THE ADOPTED VILLAGE

Suggested value points:

A Report should answer the questions:

- what - name of event and occasion
- where
- when -date and time

Activities (Teaching & Social Work) held

A comment on the quality of the activities organized

### SECTION: C

#### (LITERATURE: TEXT BOOKS and LONG READING TEXT

40

7. This question has been designed to test the students understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given stanza. In other words, it attempts to test their reading comprehension ONLY. 4
- a) Poem- Keeping Quiet, Poet- Pablo Neruda 1
- b) complete stillness/no movement/ 1
- c) life is about movement/development/action/live to the fullest with happiness 1
- d) live by maintaining harmony with earth/stop destruction/introspect and live in peace and brotherhood 1

### OR

- a) Poem- Aunt Jennifer's Tiger, Poet- Adrienne Rich 1
- b) Would die as an oppressed and subdued woman / will remain caught in the ordeals of her marriage till her death 1
- c) surrounded by problems of her married life/wedding ring symbolizes weight of her marriage and ringed also means chained 1
- d) 'prancing, proud'- alliteration 1

### 8 Short answer type questions ( Answer any Four)

4\*3=12

Questions are to be answered in 30-40 words. Distribution of marks:

**Content** 2

**Expression:** (deduct ½ mark for two or more grammatical / spelling mistakes) 1

- a) -M. Hamel said it to Franz when he felt embarrassed at not being able to answer  
- he consoles Franz by saying everyone in Alsace is to be blamed for them not learning their mother tongue/parents ,teacher and children all are to be blamed /Alsace puts off learning for tomorrow
- b) -it showed that Edla's trust was not broken by peddler  
-her goodness had paid off and peddler had transformed  
-she will not have to suffer criticism for trying to help a thief

- c) -Gandhi made lawyers realise their duty towards the peasants  
 -it would be shameful desertion on their part if they left the peasants if Gandhi was arrested  
 -lawyers understood, approached Gandhi and said they would accompany him to jail  
 -getting support of educated Indians like lawyers, Gandhi gained confidence that now they would win against the British
- d) -yes, king was killed the hundredth tiger,as prophesied by the astrologer  
 - real hundredth tiger escaped the bullet of the king  
 -so wooden tiger became the hundredth tiger and killed the king  
 - a sliver from the wooden tiger pierced into his arm, caused infection and ultimately killed him
- e) -tossed around like a wooden puppet  
 -humiliated like a coward  
 -was treated like an animal and noone to comfort her
- f) -Jo wanted her father to tell the same story but change the ending-wizard would hit the mommy and give back the rose smell to Roger  
 -could not bear the thought of Roger with his foul smell and without any friends  
 -father angry with Jo for interfering in his story- refused to change the ending-wants her to learn to respect parents and their decisions

**NOTE Q 9 and 10 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]**

**Distribution of marks:**

<b>Content:</b>	<b>3</b>
<b>Expression:</b>	<b>3</b>
Grammatical accuracy, appropriate words and spellings [1½]	
Coherence and relevance of ideas and style [1½]	

- 9** Suggested Value points:  
 -Firozabad- dominated by bangle industry, most families engaged in making bangles, work around furnaces, physically and mentally hazardous but noone dares to do anything else  
 - Mukesh - aspires to be a mechanic, unlike his peers, dares to dream, determined to walk to a garage and learn to drive, his passion would help him break away from tradition and achieve his goal.

**Or**

- Sophie belongs to lower middle class but dreams of opening a boutique, become an actress or fashion designer; no financial support in fact father expecting her to buy a decent house for the family when she gets some money  
 -also fantasizes of meeting the football sensation, Danny Casey  
 -She has started living her dreams and has got disconnected with the reality

- this causes her great disappointment and sorrow in life-when Danny did not come to meet her near the canal, Sophie was heartbroken and worried about how she would convince Geoff about Danny
- sadness was hard burden to carry

**OR**

- Experience at California beach developed an aversion of water in Douglas
- Misadventure at YMCA pool because of a eighteen year old, developed fear and terror of water in him
- Swallowed water, legs paralyzed, head throbbbed, felt terror that knew no understanding
- Could not go need water for years
- But, gathered courage again, as was deprived of canoeing, fishing, swimming
- Hired an instructor and learnt swimming
- Terror returned every time he put his head in water but did not give up
- After learning from instructor, tested himself alone in pool, then went to fresh waters to do away with residual doubts
- Fought with his terror all through with determination and strength

**10.**

- servants reflect the mindset of poor, uneducated and narrow minded section of society
- are frightened on hearing about wounded American soldier
- gardener- felt soldier should die, if saved sea would take revenge
- Yumi- refused to wash the wounds of enemy soldier, angry with Sadao for putting his family in danger
- cook- felt Sadeo was too proud of his skills so operated and save the enemy
- finally servants left Sadao's house being afraid of the repercussions of helping an enemy soldier
- could not understand Sadao's dilemma

**OR**

Derry- physically handicap(burnt face), knows he is different, has poor self-esteem, feel victimized

Mr. Lamb- physically handicap(does not have one leg) but has positive attitude, he is understanding, friendly towards people, provides confidence to Derry:

- example of bees/weeds in the garden/man afraid of death/beauty and the beast etc./children calling him Lamey Lamb/on curtains in house/attitude of 'waiting, watching, listening'

-

**OR**

- to write exam. in his own cell
- parson called for invigilation
- his cell's wing had heavy outer door and aheavy inner door
- all sharp objects including razor, nail scissors taken away by Jackson
- a bug installed in cell to listen to all conversations in the cell
- Stephen instructed to stand outside the cell and peep in after every two minutes

**NOTE Q 11 and Q 12 – Long Reading Text– Silas Marner / The Invisible Man**  
[NOTE: Accept any answer that correlates with the novel and seems relevant]

**Distribution of marks:**

**Content:**

**3**

**Expression:**

**3**

grammatical accuracy, appropriate words and spelling [1½ marks]

coherence and relevance of ideas and style [1½ marks]

- 11.**
- after becoming invisible, griffin went wild, let loose a reign of terror, seclusion blunted his intellect, became selfish and a sadist
  - Wells proved that science without precaution, security and safety becomes diabolical pursuit
  - Kemps is opposite of Griffin, pursues research in responsible manner, believes in sharing research with world, scientific research to be for good of humanity
  - Griffin destroyed himself, his greed and selfishness made him a devil- steals, kills, terrorizes- meets a terrible end
  -

**OR**

Mr. Hall :

- Second fiddle to his wife- co-owner of ‘Coach and Horses’
- Lethargic and lazy but does extend help to wife from time to time
- Fond of alcohol
- Good natured, does not boast, praises wife for management skills
- Does not mind wife’s domination
- Social- gets on well with villagers

Mrs. Hall :

- Accommodating, well behaved, a good manager
- Runs the inn efficiently
- Hard task master- with the maidservant
- Hospitable- with Griffin
- Smart business woman- not rude to Griffin- finds him minting machine
- Worldly wise- angry with Griffin for bill dues
- Dominating- with husband
- Friendly with villagers

**OR**

Raveloe- a stratified community, wealthy and poor tied together by common church and yearly rituals

farmers treated weavers differently and distrusted them- are from outside village and not accepted in close village community, weavers more skilled and able than local peasantry so are suspected

effects on silas- living in isolation, devoted to his trade, not interacting with others in Raveloe

**OR**

**Raveloe:**

Class- conscious society, social line between rich and poor clearly defined  
Villagers tied together by a common church, New Year's dance at Red House etc.  
People adjusted and fairly satisfied

**Lantern Yard :**

Tight-knit religious sect, a community of faith, held together by narrow religious beliefs and superstitions

**12.**

Reasons:

- Mrs. Hall finally in a mood to bid him goodbye
  - villagers not liked him, rumours of burglary spread
  - stranger hungry, no response to his bell for food instead was served the bill by Mrs. Hall
  - she enquired about the sudden supply of funds with him, about the mess he had created in the room
  - all this angered him and he decided to teach them a lesson by unveiling himself
- incident :
- suddenly put his artificial nose in her hand, removed his spectacles, took off his hat and bandages
  - all terrified, Jaffer arrived to arrest him, slapped by stranger, Jaffer caught his wrist and caught his throat. stranger kicked him
  - stranger fought with all and when started losing, took off all his clothes, became completely invisible, ran away kicking and pushing all

Consequence:

- had to run away unplanned, did not carry anything with himself
- had revealed his reality to all so put himself in sensitive position
- could not carry on with his experiments to reverse the invisibility formula

**OR**

- Iping, a small town in the countryside of England, close-knit community, everyone on first name basis, no secrets
  - Prone to spreading rumours speculate issues, expand on each other's stories
- Rustic characters:

Teddy Henfrey- clock repairman, convinces himself and Mr. Hall that the stranger has a suspicious nature, begins rumour that the man was a wanted by police

Fearenside – cartman, notices darkness in the man's torn pant, starts stories of Griffin being either a black man or a piebald

Cuss- general practitioner, after seeing the emptiness of the stranger and getting hit by stranger, tells outrageous story to his companions

Bunting- vicar, listens to cuss but doesn't believe him, suspects after getting robbed

All rustic characters help carry the story ahead, create more complications, make

Griffin aggressive, frustrated due to their interfering nature. Results to his unveiling which complicates the plot further

**OR**

- gold becomes the centerpiece of Silas' life after he started earning
  - had lost faith in humanity-distanced from church
  - lives in isolation ,devoted to weaving and hoarding gold
  - gold stolen by Dunsey, Silas shattered
  - life means a little only after having Eppie in his life
  - her golden hair comfort her like his lost gold
- gold symbolic of Silas himself- hard, sterile, purposeless, faithless

**OR**

- After all the years Silas Marner spends in forced isolation, obsessively gathering gold, and focusing on nothing but himself
- Silas loves his gold, works for it, and looks forward to viewing it and holding it in his hands each evening.
- He even comes to love the faces engraved on the coins as if they were his friends.
- Dunsey Cass, the wretched son of the town's squire, steals Silas's beloved gold and runs away.
- But, as is made clear when Eppie appears, in his miserliness Silas has wasted his love on something that has no capacity to reciprocate
- golden hair of the baby make him connect with the world
- provides enrichment of the soul.

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