

Section 3 – Literature – First Flight

HIS FIRST FLIGHT

Read the given extract and answer the questions that follow.

But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, she halted, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute.

Q: 1 Which of these shows the shift in emotion the seagull experiences from the beginning to the end of the extract?

- | | |
|-------------------------------------|-----------------------------------|
| 1 from calm to fearful | 2 from anxious to nervous |
| 3 from mournful to petrified | 4 from joyous to depressed |

Q: 2 Re-arrange the following events in the sequence that they occur in the extract.

- (I) The seagull lost control.
(II) The seagull jumped towards the food.
(III) The seagull's mother flew towards him.
(IV) The seagull's mother refused to go nearer.

- | | |
|------------------------------------|------------------------------------|
| 1 (IV) - (III) - (I) - (II) | 2 (III) - (IV) - (II) - (I) |
| 3 (II) - (I) - (IV) - (III) | 4 (I) - (II) - (III) - (IV) |

Q: 3 Which of these is true about the seagull and his mother?

- 1** They disrespected each other but pretended to love one another.
2 They mocked each other but helped one another when it was needed.
3 They had different thoughts about their family but cared for each other.
4 They felt differently about the goal but wanted to achieve the same result.

Q: 4 How did the seagull cope with his fear of flying?

- 1** He distracted himself by closing his eyes.
2 He blocked out his fear and willed himself to be strong.
3 He felt challenged by the other seagulls and acted in a fit of rage.
4 He realised that flying came naturally to him by diving unknowingly.

Q: 5 Which of these factors were NOT responsible for the young seagull learning to fly?

- 1** the continuous efforts of his mother and father
2 the depth and vastness of the ocean beneath him
3 the hunger and weakness that was maddening him
4 the success of his siblings in diving and catching prey

Q: 6 Select the option that shows the correct relationship between the following statements.

- (1) The young seagull overcomes his fear and learns to fly.
(2) The fear of firsts vanishes when one takes the leap sometimes.
- 1** (1) is a supporting detail for (2). **2** (1) and (2) are unrelated.
3 (1) is true but (2) is false. **4** (1) contradicts (2).

BLACK AEROPLANE

Read the extract given below and answer the questions that follow.

I saw the clouds. Storm clouds. They were huge. They looked like black mountains standing in front of me across the sky. I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south. "I ought to go back to Paris," I thought, but I wanted to get home. I wanted that breakfast. 'I'll take the risk,' I thought, and flew that old Dakota straight into the storm. Inside the clouds, everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I couldn't believe my eyes: the compass was turning round and round and round. It was dead. It would not work! The other instruments were suddenly dead, too. I tried the radio. "Paris Control? Paris Control? Can you hear me?"

Q: 7 *They looked like black mountains standing in front of me across the sky.*

Which sentence uses the same figure of speech as used in the above lines from the extract?

- 1** My friend told me that his father could paint like Picasso.
2 The garage looked like it had not been cleaned in a long time.
3 Like any good cook will tell you, don't let the milk boil for too long.
4 I am a big fan of Sachin Tendulkar and would like to be a cricketer one day.

Q: 8 *Storm clouds. They were huge... It was dead. It would not work!*

In the extract, why has the author used short and abrupt sentences as shown above?

- 1** to emphasise the narrator's reckless nature
2 to convey the narrator's sense of urgency
3 to move easily from one topic to another
4 to make the text easier to read

Q: 9 Which of these best describes the narrator's decision to fly into the storm clouds?

- 1** mysterious and thrilling **2** selfish and uninformed
3 hasty and emotional **4** lazy and absurd

Q: 10 Read what four students said about the narrative style of the author.

Arjun: The first person narration of the story maintains an objectivity about the events as it forces the narrator to be neutral.

Bijoy: The first person narration of the story maintains a sense of mystery as we follow along with the narrator's thoughts instead of knowing everything beforehand.

Lucy: The first person narration of the story allows us to relate with the narrator as we are forced to look at the events through his perspective only.

Adiba: The first person narration of the story allows us to form a vivid picture of the events as if it is happening in real time.

With reference to the extract, which of the opinions mentioned above is NOT valid?

- 1** Arjun's **2** Bijoy's **3** Lucy's **4** Adiba's

Q: 11 Select the option that shows the correct relationship between (1) and (2).

(1) The narrator might have been able to fly through the storm if he was in a new aeroplane.

(2) Instruments in the narrator's aeroplane that were working well suddenly stopped functioning in the storm.

- 1** (1) is the result of (2). **2** (1) is the explanation for (2).
3 (1) is an inference based on (2). **4** (1) and (2) are independent of each other.

Q: 12 Which of these lines from the story supports the opinion stated below?

The story 'The Black Aeroplane' is a mystery.

1 "DS 088, I can hear you. You ought to turn twelve degrees west now, DS 088. Over."

2 I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south.

3 'He knows that I am lost,' I thought. 'He's trying to help me.'

4 So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks?

HOW TO TELL WILD ANIMALS

Q: 13 Choose the option that best shows the similarities among the animals in 'How to Tell Wild Animals'.

- (1) They all live in the east.
(2) They all have swift movements.
(3) They all are two-eared mammals.
(4) They all have their unique qualities.

- 1** (1) and (2) **2** (2) and (3) **3** (3) and (4) **4** (4) and (1)

Q: 14 *If when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear.
If you have any doubts, I guess
He'll give you just one more caress.*

Which of these best describes the poet's tone in the above lines from 'How to Tell Wild Animals'?

1

It is cautionary as the bear might attack anytime.

2

It is humorous as he compares a deadly attack to a hug.

3

It is analytical as he compares the bear to other animals.

4

It is full of wonder as he observes the bear in its natural habitat.

Q: 15 *And if there should to you advance
A large and tawny beast*

Which sentence uses the word 'advance' in the same way as used in the above lines from the poem 'How to tell Wild Animals'?

1 Alexander's army made an advance towards the fort.

2 Juno will advance in his learning, little by little, every day.

3 Cynthia asked for an advance payment for the work done.

4 Freddie wants to make a scientific advance that will change the world.

Q: 16 Which of these best describes the Bengal Tiger from 'How to Tell Wild Animals'?

1 It is loving and affectionate.

2 It is energetic and beautiful.

3 It is gigantic and leaps with grace.

4 It is hungry and craves human flesh.

Q: 17 *If there is nothing on the tree,
'Tis the chameleon you see.*

What does the poet imply about the chameleon in the above lines from 'How to Tell Wild Animals'?

1 it moves swiftly

2 it only lives on trees

3 it has the ability to camouflage

4 it does not have ears and wings

THE BALL POEM

Q: 18 *No use to say 'O there are other balls'*

Which of these is the poet conveying in the above line from 'The Ball Poem'?

1 There multiple choices in life.

2 What is lost is often irreplaceable.

3 Collecting things is a sign of greed.

4 Grown-ups can cope with loss easily.

Q: 19 Which of these best describes the poet's tone in 'The Ball Poem'?

- 1** It is rational as he analyses the incident like an experienced adult.
- 2** It is regretful as he is not able to console the boy even though he wants to.
- 3** It is indifferent as he says that one must not console the boy who is crying.
- 4** It is full of wonder as he observes the boy closely to discover the nature of loss.

Q: 20 Select the option that shows the correct relationship between (1) and (2) from 'The Ball Poem'.

- 1) The poet chooses not to intrude on the boy.
- 2) The poet believes loss to be permanent and irreparable.

- 1** (2) is the meaning of (1)
- 2** (2) is the opposite of (1)
- 3** (2) explains the reason for (1)
- 4** (2) is a fact and (1) is an opinion

Read the given extract and answer the questions that follow.

ANIMALS

They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
Not one is dissatisfied, not one is demented with
the mania of owning things,
Not one kneels to another, nor to his kind that
lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.

Q: 21 According to the poet, the desire to own things_____.

- 1** is a type of sin
- 2** is a type of madness
- 3** can be seen in only some of the animals
- 4** makes human beings respectable in society

Q: 22 The poet suggests that humans 'whine'. This means that they_____.

- 1** shout loudly
- 2** worry constantly
- 3** complain repeatedly
- 4** get discouraged easily

Q: 23 According to the poet, which of these is true about animals?

- 1** They are peaceful but unintelligent.
- 2** They are respectful and happy.
- 3** They are calm and satisfied.
- 4** They are cunning but polite.

Q: 24 Which word best describes the poet's attitude towards humanity?

- 1** revengeful
- 2** apathetic
- 3** mocking
- 4** critical

Q: 25 After reading the extract, we can say that the poet is most likely_____.

- 1** someone who loves his country
- 2** someone who likes to live alone
- 3** someone who doesn't believe in God
- 4** someone who is respected in society

A BAKER FROM GOA

Read the extract and answer the questions that follow.

In our childhood we saw bakers wearing a shirt and trousers which were shorter than full-length ones and longer than half pants. Even today, anyone who wears a half pant which reaches just below the knees invites the comment that he is dressed like a pader! The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil. Baking was indeed a profitable profession in the old days. The baker and his family never starved. He, his family and his servants always looked happy and prosperous. Their plump physique was an open testimony to this. Even today any person with a jackfruit-like physical appearance is easily compared to a baker.

Q: 26 *The author mainly focuses on the physical appearance of the baker in the above extract.*

Which of these lines from the extract justifies the above opinion?

- 1** *The baker and his family never starved.*
- 2** *The baker usually collected his bills at the end of the month.*
- 3** *Monthly accounts used to be recorded on some wall in pencil.*
- 4** *He, his family and his servants always looked happy and prosperous.*

Q: 27 *Monthly accounts used to be recorded on some wall in pencil.*

Which of these best explains the author's purpose for using 'some wall' in the above line?

- 1** to convey that bakers were very organised in their job
- 2** to show that bakers were not very worried about their income
- 3** to indicate that bakers had more customers than they could service
- 4** to show that bakers were not too advanced in the systems they used

Q: 28 Select the option which best describes the relationship between the following statements from the extract.

- (1) *He, his family and his servants always looked happy and prosperous.*
(2) *Their plump physique was an open testimony to this.*

- 1** (2) gives a summary of (1)
- 2** (2) explains the meaning of (1)
- 3** (2) is an inference drawn from (1)
- 4** (2) supports the point made in (1)

Q: 29 *Even today, anyone who wears a half pant which reaches just below the knees invites the comment that he is dressed like a pader!*

Which of these best describes the author's tone in the above line?

- 1** neutral
- 2** playful
- 3** reflective
- 4** welcoming

Q: 30 Based on the extract above, what type of text is 'A Baker from Goa'?

- 1 a factual essay on past practices
- 2 a diary entry about one's life events
- 3 a research article which analyses a concept
- 4 a historical account written based on personal knowledge

Q: 31 Which of these best explains why the author chose 'A Baker from Goa' as the title for the text?

- 1 The author discusses his journey as a baker to describe the cuisines of Goa.
- 2 The author details the adventures of a baker to explore the cultural issues of Goa.
- 3 The author narrates the life of a baker to paint a vivid picture of Goa's cultural history.
- 4 The author recounts his childhood memories of home-baking to show Goa's rich traditions.

MIJBIL THE OTTER

Read the given extract and answer the questions that follow.

I made a body-belt for him and took him on a lead to the bathroom, where for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo. This, I was to learn, is a characteristic of otters; every drop of water must be, so to speak, extended and spread about the place; a bowl must at once be overturned, or, if it will not be overturned, be sat in and splashed in until it overflows. Water must be kept on the move and made to do things; when static it is wasted and provoking.

Q: 32 Which of these best describes the narrator's tone in the extract?

- | | |
|--------------------------|-----------------------------|
| 1 tired and exhausted | 2 fascinated and playful |
| 3 doubtful and surprised | 4 informative and objective |

Q: 33 ...and making enough slosh and splash for a hippo.

In the above line, why does the narrator compare Mijbil to a hippo?

- 1 to show how much water a small creature like Mijbil can displace
- 2 to note the similarity between the appearance of Mijbil and a hippo
- 3 to condemn the water wastage that happens due to an otter's actions
- 4 to give information on the natural behaviours of various water animals

Q: 34 Which of these shows the usage of 'must' as it has been used in the extract?

- 1 It is a must for all students to follow the rules set by the principal.
- 2 Our host must be wondering where we are because we are quite late.
- 3 You must brush your teeth everyday if you want them to stay white and hygienic.
- 4 She plays these odd games where she must eat only even number of vegetables.

Q: 35 How has the author learnt about the behaviour of otters?

- 1 He has used his bookish knowledge of otters to understand Mijbil better.
- 2 He has noted Mijbil's actions and compared them to those of other otters.
- 3 He has had past experiences with other otters and knows what Mijbil is likely to do.
- 4 He has observed Mijbil's actions and used that to understand what otters generally do.

Q: 36 *Water must be kept on the move and made to do things; when static it is wasted and provoking.*

The underlined part of the above line is the narrator's _____ of Mijbil's reason for moving water.

- | | |
|----------------------------------|------------------------------------|
| 1 factual description | 2 scientific explanation |
| 3 practical demonstration | 4 subjective interpretation |

Read the given extract and answer the questions that follow.

MADAM RIDES THE BUS!

The bus slowed down to a crawl, and the conductor, sticking his head out the door, said, "Hurry then! Tell whoever it is to come quickly."

"It's me," shouted Valli. "I'm the one who has to get on."

By now the bus had come to a stop, and the conductor said, "Oh, really! You don't say so!"

"Yes, I simply have to go to town," said Valli, still standing outside the bus, "and here's my money." She showed him some coins.

"Okay, okay, but first you must get on the bus," said the conductor, and he stretched out a hand to help her up.

"Never mind," she said, "I can get on by myself. You don't have to help me."

The conductor was a jolly sort, fond of joking. "Oh, please don't be angry with me, my fine madam," he said. "Here, have a seat right up there in front. Everybody move aside please – make way for madam."

Q: 37 *"Hurry then! Tell whoever it is to come quickly."*

What is the conductor's assumption while saying the above line?

- 1** The child is trying to catch the bus for her own self.
- 2** The passengers in the bus are getting extremely impatient.
- 3** The child is trying to stop the bus for an adult family member.
- 4** The adults who should be supervising Valli are being very irresponsible.

Q: 38 *"Oh, really! You don't say so!"*

The above line conveys the conductor's _____.

- 1** definite refusal to give a ticket to Valli to board the bus
- 2** total surprise on learning that Valli will be travelling alone
- 3** serious command to Valli to not say such things as a child
- 4** excited exclamation over the money that he will earn from Valli

Q: 39 Which of these can we say about Valli after reading the extract?

- 1** She wants to change how adults view children.
- 2** She wants to save money to seem responsible.
- 3** She wants to be seen as an independent person.
- 4** She wants to rebel against everyone who questions her.

Q: 40 When the conductor calls Valli 'madam', he is being _____ her.

- | | | | |
|---------------------|---------------------|----------------------|-----------------------|
| 1 a bully to | 2 helpful to | 3 formal with | 4 playful with |
|---------------------|---------------------|----------------------|-----------------------|

Q: 41 ...“and here’s my money.” She showed him some coins.

Why does Valli show the conductor the money at this moment in the extract?

- 1** to show-off the money she saved so painstakingly
- 2** so that the conductor does not think that she is poor
- 3** to prove to the conductor that she can afford the ticket
- 4** so that she is called 'madam' by all the adults in the bus

Read the given extract and answer the questions that follow.

Day after day she watched the bus, and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if just once. This wish became stronger and stronger, until it was an overwhelming desire. Valli would stare wistfully at the people who got on or off the bus when it stopped at the street corner. Their faces would kindle in her longings, dreams, and hopes. If one of her friends happened to ride the bus and tried to describe the sights of the town to her, Valli would be too jealous to listen and would shout, in English: “Proud! proud!” Neither she nor her friends really understood the meaning of the word, but they used it often as a slang expression of disapproval.

Q: 42 Which of these best describes Valli's desire to ride the bus in 'Madam Rides the Bus'?

Q: 43 Which of these is true about Valli and her friends?

- 1** They have all travelled in a bus.
- 2** They are not very fluent in English.
- 3** They all want to ride the bus together.
- 4** They do not go to any school for education.

Q: 44 'The Tale of Custard the Dragon' is a fantasy ballad.

Which of these options supports the above statement?

- 1** that Belinda has a pet dragon
- 2** that everyone mocked custard
- 3** that the pirate was loaded with weapons
- 4** that Mustard vanishes at the sight of danger

Q: 45 Re-arrange the following events as they occur in the poem 'The Tale of the Custard Dragon'.

- (I) Belinda's house is attacked by a Pirate.
- (II) Belinda and the animals make fun of Custard.
- (III) The animals are frightened beyond their wits.
- (IV) Mustard justifies why he was unable to be brave.

- 1** (II) - (IV) - (III) - (I)
- 2** (I) - (II) - (IV) - (III)
- 3** (III) - (IV) - (I) - (II)
- 4** (II) - (I) - (III) - (IV)

Q: 46 Which of these can be concluded about Ink, Blink and Mustard after reading 'The Tale of Custard the Dragon'?

- | | |
|---|---|
| 1 They were boastful creatures. | 2 They were courageous warriors. |
| 3 They were obedient towards Belinda | 4 They were kidnappers sent by the pirate. |

Q: 47 ...*And Ink and Blink chased lions down the stairs*

What does the underlined phrase from 'The Tale of Custard the Dragon' convey about Ink and Blink?

- | | |
|------------------------------|------------------------------|
| 1 how fast they were | 2 how loyal they were |
| 3 how large they were | 4 how brave they were |

Q: 48 Why do you think Lencho from 'A Letter to God' is able to predict the forthcoming rainfall even before the clouds appear? Answer in 20-30 words. [2]

Q: 49 In 20-30 words, compare the theme of the poem 'Fire and Ice' with the poet's tone. [2]

Q: 50 In the poem 'Fire and Ice', which literary device are fire and ice examples of? In 40-50 words, explain why the poet uses them. [3]

Q: 51 In 30-40 words, describe the mood of 'His First Flight' towards the end of the chapter. [2] Support the answer with an example from the text.

Q: 52 *His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away.* [4]

In the above line from 'His First Flight,' do you think the seagull's parents took the right approach to make him fly? In 100-120 words, justify your stance with two reasons.

Q: 53 *I was very happy to go behind the strange aeroplane like an obedient child.* [2]

In 20-30 words, explain why the narrator said the above line in the story 'The Black Aeroplane'.

Q: 54 *The pilot in the black aeroplane was an illusion created by the narrator's own mind.* [5]

Justify the above opinion with reference to the story 'The Black Aeroplane'. In 100-120 words, mention two reasons why you think the narrator's mind may have played this trick.

Q: 55 In 20-30 words, describe your reaction if you were to come across one of the animals in 'How to Tell Wild Animals' in real life? [2]

Q: 56 In 40-50 words, mention two of your favourite animals from 'How to Tell Wild Animals' [3]
with a reason supporting each choice.

Q: 57 If you were to compare the animals from the poem 'How to Tell Wild Animals' to [4]
people, what personalities would these people have? Pick any two animals from the
poem and describe their human counterparts in 100-120 words.

Q: 58 *He senses first responsibility* [2]
In a world of possessions.

In the above lines from 'The Ball Poem', what does the poet mean when he says that
the boy senses 'first responsibility' after losing the ball? Answer in 20-30 words.

Q: 59 What is the boy's loss of his ball used as a metaphor for in 'The Ball Poem'? Support [3]
your answer with one point of evidence from the poem in 40-50 words.

Q: 60 Identify and explain the literary devices in this poem. [4]

*What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over – there it is in the water...*

In the above lines from 'The Ball Poem', the poet uses imagery and repetition. In 100
words, identify both these literary devices and the effect of each one on the
reader.

Q: 61 Who would Anne consider a real friend based on 'The Diary of Anne Frank'? Describe in [2]
20-30 words.

Q: 62 How does Anne Frank's writing engage readers? Comment on any one aspect with [3]
evidence from 'The Diary of Anne Frank' in 40-50 words.

Q: 63 In 'The Diary of Anne Frank', how does Anne Frank feel about Mr Keesing's essay [5]
assignments and what is her purpose for writing them? Describe what this tells us
about her in 100-120 words.

Q: 64 Peggy has her way of 'having fun' with Wanda in the school yard but she also [3]
appreciates Wanda's talent while not being declared the winner herself. How would
you describe Peggy's character? In 40-50 words, support your answer with evidence
from 'The Hundred Dresses-I'.

Q: 65 *There was one boy named Bounce, Willie Bounce, and people thought that was funny, but not funny in the same way that Petronski was.* [3]

How was Wanda's surname 'funny'? What happened to Wanda because of her 'funny' surname? Answer in 40-50 words with reference to 'The Hundred Dresses-I'.

Q: 66 State two ways in which Wanda's seating position is different from Peggy and Maddie's [5] seating positions. What kind of a student gets to occupy the front seats? Answer in 100-120 words with reference to 'The Hundred Dresses-I'.

Q: 67 In 'The Hundred Dresses-II', whose behaviour do you think was worse: Peggy's teasing [3] or Maddie's silence? Answer with a reason in 40-50 words.

Q: 68 Imagine you are Wanda from 'The Hundred Dresses-II'. You feel bullied and humiliated [3] by Peggy's behaviour. In 40-50 words, describe any two steps you would take to deal with bullying effectively.

Q: 69 *She had a very sick feeling in the bottom of her stomach.* [3]

Identify Maddie's emotion in the above line from 'The Hundred Dresses-II'. Why did she feel this way after Miss Mason read the letter to the students? Answer in 40-50 words.

Q: 70 Do you think Maddie's and Peggy's reasons for wanting to visit Wanda in Boggins [3] Heights were different? In 40-50 words, justify your stance with a reason from 'The Hundred Dresses-II'.

Q: 71 In 20-30 words, explain what the poet of 'Animals' means when he says that humans [2] kneel to their own kind from thousands of years ago.

Q: 72 *I wonder where they get those tokens,* [3]
Did I pass that way huge times ago and negligently drop them?

In 40-50 words, explain the metaphor in the above lines from the poem 'Animals'.

Q: 73 In the poem 'Animals', what qualities of animals fascinate the poet? Why does he say [3] that he wants to 'turn and live' with them? Explain in 40-50 words.

Q: 74 *Unlike Animals, human beings are restless because they are conscious of their own [5] life, thoughts and emotions.*

In 100-120 words, justify the opinion above with reference to the poem 'Animals' by Walt Whitman.

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- Q: 75** In the poem 'Animals', the poet states that humans are discontented with their lives and have become materialistic. In 100-120 words, explain why humans might have adopted these values and how it affects them. [5]
-
- Q: 76** How does the author establish that the *pader* is an important part of Goan society? Support your answer with one example from 'A Baker from Goa' in 40-50 words. [3]
-
- Q: 77** How does the author create a sense of nostalgia in the story 'A Baker from Goa'? Support your answer with one piece of evidence from the story in 40-50 words. [3]
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- Q: 78** With reference to 'A Baker from Goa', describe any two aspects of Goan lifestyle which show Portuguese influence. In 100-120 words, support each aspect with evidence from the text. [4]
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- Q: 79** *I do, however, prefer to step aside for wild elephants.* [2]
What is the tone of the above line from the text 'Coorg'? What does the author want to indicate in this line? State your response in 20-30 words.
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- Q: 80** Which time of the year would you recommend someone to visit Coorg? Justify your answer with details from the text 'Glimpses of India: Coorg' in 40-50 words. [3]
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- Q: 81** Which aspects of Coorg does the author explore from a historical perspective? Describe any two aspects in detail in 40-50 words. [3]
-
- Q: 82** *The text 'Glimpses of India: Coorg' is only a factual description of the place and its culture.* [5]
In 100-120 words, state your opinion on the above statement and justify it with any two points about the author's writing style and its effects on the reader.
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- Q: 83** Briefly describe any one event from the story 'Mijbil the Otter' that shows that otters are intelligent creatures. Answer in 20-30 words. [2]
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- Q: 84** How does Mijbil's behaviour change after a few days as compared to the night when he's first brought home by the narrator in 'Mijbil the Otter'? Why do you think this change happens? Answer in 40-50 words. [3]

Q: 85 *It is, in effect, a thralldom to otters, an otter fixation, that I have since found to be shared by most other people, who have ever owned one.* [5]

What does the narrator mean to convey in the above statement? Explain any two pieces of evidence from 'Mijbil the Otter' that support this statement in 100-120 words.

Q: 86 *Her first journey – what careful, painstaking, elaborate plans she had had to make for it!* [2]

The above is a line from 'Madam Rides the Bus'. Why do you think Valli put in so much effort in planning for this journey? State a reason in 20-30 words.

Q: 87 The boy in 'The Ball Poem' loses his ball and Valli in 'Madam Rides the Bus' encounters the death of a cow. What is similar about what the two characters learn from these experiences? State your response in 40-50 words. [3]

Q: 88 In the story 'Madam Rides the Bus', the elderly woman in the bus keeps enquiring after Valli because she is a child. What assumptions could she have about children? Do you think these assumptions are justified when applied to Valli? State why or why not in 100-120 words. [5]

Q: 89 Read the line given below from the poem 'The Tale of Custard the Dragon'. What effect do the words 'realio, trulio' have on the poem? [2]

*Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio, daggers on his toes.*

Q: 90 *Custard was not treated properly by Belinda and his fellow animals.* [2]

Justify the above statement in 20-30 words with an example from 'The Tale of Custard the Dragon'.

Q: 91 In 40- 50 words, analyse any one of Custard's qualities with an example from 'The Tale of Custard the Dragon'. [3]

Q: 92 *Imagery and Personification are used abundantly in 'The Tale of Custard the Dragon'.* [4]

State one evidence each for their usage and analyse the author's purpose behind it in 100-120 words.

Q: 93 The play 'The Proposal' highlights the social and practical necessities of marriage. Support this statement in about 120 words with reference to each character. [4]

Section 3 – First Flight – Answer Key



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	3
2	2
3	4
4	4
5	2
6	1
7	1
8	2
9	3
10	1
11	3
12	4
13	4
14	2
15	1
16	4
17	3
18	2
19	1
20	3
21	2
22	3
23	3
24	4
25	3
26	4
27	2
28	4
29	2
30	4
31	3

Q.No	Correct Answers
32	2
33	1
34	4
35	4
36	4
37	3
38	2
39	3
40	4
41	3
42	2
43	1
44	4
45	1
46	4



Q.No	Teacher should award marks if students have done the following:	Marks
48	<p>Sample Answer: Lencho is able to predict the forthcoming rainfall as he is a farmer and his livelihood depends on the weather. He is in touch with nature and can read its signs well.</p>	0
	<p>Content</p> <p>◆ States the reason for Lencho being able to predict the forthcoming rainfall (he's a farmer/his vocation requires him to be in touch with nature/he's conscious of the weather cycles as his harvest depends on it)</p> <p><i>Accept any other response that is synonymous to the stated reasons.</i></p>	1
	<p>Expression</p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
49	<p>Sample Answer: The theme of the poem is that of destruction and the end of the world, which is a grim subject. The tone of the poem however, does not reflect this seriousness and is conversational and assertive.</p>	0
	<p>Content</p> <p>◆ Correctly states the tone of the poem [0.25 marks] (conversational/casual/calm and collected)</p> <p>◆ Correctly states the theme of the poem [0.25 marks] (serious/grim/end of the world/sombre/destruction)</p> <p>◆ States the relationship between the theme and tone [0.50 marks] (the theme and the tone of the poem are contradictory/the tone does not reflect the seriousness of the theme)</p> <p>Accept any other valid answer supported by the poem.</p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
50	<p>Sample Answer: In the poem, fire and ice are examples of symbolism. The poet uses them as they paint a vivid picture of destruction in our minds. We can easily imagine humanity being destroyed by raging fires as well as extreme winters. The symbols help the poet to create a lasting impression of emotions like desire and hate which are difficult to visualise by themselves.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ States that 'fire' and 'ice' are examples of symbolism/Literary device used is symbolism [1 mark]◆ States a reason for the poet employing this literary device [1 mark] <p>(makes it easier to visualise abstract ideas/paints a vivid picture in our minds/emphasise the extreme outcomes of desire or hate left unchecked)</p> <p><i>Accept any other valid reason supported by the poem.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
51	Sample Answer: When the young seagull finally takes his first flight, the mood is one of celebration. The seagull's family stops threatening him and instead praise him for his first flight by giving him scraps of food and shouting with happiness.	0
	<u>Content</u> ◆ States the mood at the end of the story [0.50 mark] (celebration/feeling of accomplishment/joy/happiness/satisfaction/victorious/triumphant) ◆ Provides textual evidence for the mood [0.50 mark] (family was screaming, praising him and offering him scraps of food) <i>Accept any other valid response supported by the text.</i>	1
	<u>Expression</u> ◆ Presents a logical connection between the ideas [0.50 mark] ◆ Uses correct grammar, spelling and other language mechanics [0.50 mark] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
52	Sample Answer: No, I believe that their approach was incorrect because they let their anger take the decision for how to teach the young seagull. This might have made him feel abandoned and unsupported. The parents should have accepted his fear instead of threatening him and let his siblings tease him for it. Rather, they taunted him with his cowardice and isolated him. This added to his fear which affected his confidence and discouraged him. He quietly hid inside the little hole under the ledge. This made him feel that he would never be able to fly like his brothers and sister.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Clearly indicates the stance on the appropriateness of the parents' behaviour [1 mark] (No, it was the wrong approach/Yes, it was the right approach)</p> <p>◆ Justifies the stance with two reasons [1 mark] (No: his parents were angry/unsupportive/distant and left him to fend for himself; Yes: his parents were worried/wanted him to take the leap/pushed him as much as they could/if they had kept up his supply of food he would have become dependent on them)</p> <p><i>Accept any other valid interpretation.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
53	<p>Sample Answer: The narrator's aeroplane's systems started malfunctioning inside the storm clouds. So, when the pilot of the black plane signalled to him, he was happy to follow because he had no other way out.</p>	0
	<p><u>Content</u></p> <p>◆ Explains why the narrator said the given line</p> <p>(narrator had no choice as he was in a desperate situation/narrator felt that the pilot of the black aeroplane would guide him to safety/felt that the other pilot could be trusted)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
54	<p>Sample Answer: When the narrator landed at the airport, he went to the woman in the control tower to ask for the other pilot. He was told that there was no other flight in the area apart from the one in which he came. Moreover, the other airplane itself did not have any lights on it's wings and seemed to mysteriously appear beside him.</p> <p>I think that the narrator's mind must have created this illusion so that he could calmly get himself out of the situation without panicking. Since all the systems in the plane had stopped working, he needed to rely on his instincts to survive. This may have happened because it was a life-or-death situation in which his mind must have been in a heightened state.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ Justifies the given opinion with reference to the text [1 mark] <p>(the woman in the control tower said that there was no other plane flying in the area/the black aeroplane was flying in the storm without any lights/the narrator was able to see the other plane and the waving pilot even though it was extremely dark and he couldn't see much of anything else)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <ul style="list-style-type: none">◆ States two reasons why they think the narrator experienced this illusion [2 marks] <p>(the narrator was in a life or death situation and wasn't able to think clearly/the narrator couldn't consciously think of a way out but his mind knew what to do due to years of training/his mind played a trick on him so that he could remain calm in the situation)</p> <p><i>Accept any other valid answer.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
55	<p>Sample Answer: If I were to come across the lion, I would be excited to see them from a safe distance because it is hard to find wild animals in the city.</p>	0
	<p><u>Content</u></p> <p>◆ States a possible reaction in the event of coming across one of the animals from the poem.</p> <p>(If I saw the lion/Bengal tiger/leopard, I would be scared and run away to protect myself from possible attacks/if I saw the bear, I would try to play dead/if I came across a hyena, I would try to observe them walk from afar/if I came across a crocodile, I would offer them food from afar/if I came across a chameleon, I would quietly observe them change colour)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
56	Sample Answer: Two of my favourite animals from the poem are the Chameleon and the Asian Lion. The Chameleon's ability to camouflage itself and attain a colour similar to its background, fascinates me. Moreover, the Lion's mighty roar and tawny coat make it one of my favourites.	0
	Content ◆ Mentions two favourite animals from the poem [1 mark] (Hyena/Crocodile/Lion/Leopard/Bengal Tiger/Chameleon/Bear) ◆ Mentions one reason supporting each choice [1 mark] (I like the Hyena because it seems to be a happy animal/Crocodile because it is sensitive/Lion because it is powerful/Tiger because it roams around gracefully/Leopard because it is dangerous and gives me a thrill /Chameleon because it is hard to find/Bear because it is loving/strong) <i>Accept any other valid response supported by the text.</i>	2
	Expression ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
57	Sample Answer: The leopard can be a parallel for someone who will cause harm. Just like a leopard will not stop attacking even after one cries for help, a person with such leopard-like tendencies will possibly cause more damage than good. They will try to hurt others around them and cause pain. Further, an animal like a hyena may be a metaphor for a person who pretends to harbour good intent and 'smile' on the outside. However, like the hyena, they may prey on others and use them for their gain. Innocent people may not be able to sense their duplicity and may fall prey to their underhanded ways.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Describes two personalities in comparison to two animals from the poem (the lion can be interpreted as an example of a person who is loud and scary/the leopard can be taken as a parallel for a person who intentionally causes harm and continues causing damage to others/a bear may signify someone who is friendly and affectionate/a hyena may stand for someone who pretends to be friendly but may have harmful intentions/a crocodile may be a metaphor for someone who pretends to be troubled but is not)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
58	<p>Sample Answer: The boy learns that he must be responsible for the things that he owns as they can be lost or taken away from him easily.</p>	0
	<p><u>Content</u></p> <p>◆ States what the poet means by the given phrase</p> <p>(he means that the boy realises that he must be responsible for his own belongings as things can be lost or stolen/the boy needs to take care of his possessions)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
59	<p>Sample Answer: The boy's loss of his ball has been used as a metaphor for the painful transition into adulthood. The poet states that the child is learning about the nature of loss that he will have to deal with at many points in life.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ Explains metaphor in the poem [1 mark] <p>(loss of childhood/onset of adulthood/transition from childhood to adolescence/adulthood/loss/grief in life)</p> <p><i>Accept any variations of the given responses.</i></p> <ul style="list-style-type: none">◆ Supports the answer with evidence from the text [1 mark] <p>(the poet relates the boy's loss with his understanding of material possessions/the poet states that the boy is learning about the nature of loss/the poet connects the event of the boy losing the ball to the general presence of loss throughout life)</p> <p><i>Accept any responses directly supported by the text.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
60	<p>Sample Answer: The poet uses repetition in the poem, emphasising 'what' thrice in the first two sentences. This helps him draw attention to the boy's loss and the feelings of anger and sadness this has caused. On a deeper level, repetition helps him show the loss of purpose and emptiness which accompanies loss in life. He uses repetition in the word 'merrily' which helps highlight the ball's movement, 'bouncing, down the street.' This allows an emphasis on the sudden nature of loss which happens when one least expects it. Thus, the literary devices enable the poet to highlight the seriousness of loss. He also explores the nature and impact of loss through these devices.</p>	0
	<p><u>Content</u></p> <p>◆ States textual evidence of imagery and repetition [1 mark]</p> <p>('What' thrice/'merrily' twice/bouncing down the street/movement of the ball through the street)</p> <p>◆ Analyses the usage of literary devices by the poet [1 mark]</p> <p>(What has been repeated thrice/ to show loss of purpose/aimlessness/emptiness that loss brings/the poet may also have used to highlight feelings of sadness/anger/frustration felt by the boy/unexpected nature of loss)</p> <p><i>Accept any other valid interpretation.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
61	Sample Answer: Anne would call someone a real friend if she could share whatever is in her heart and confide in him or her. She would be able to get very close to such a person.	0
	<u>Content</u> ◆ Describes at least one aspect of Anne Frank's idea of a true friend (someone she can confide in; someone with whom she can share whatever is on her mind/someone who has the patience to listen/someone who she can get very close to/someone with whom she doesn't just talk about ordinary things or just have fun)	1
	<u>Expression</u> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
62	Sample Answer: I think Anne Frank's writing engages readers because it is easy for readers to understand her story. For instance, before she starts her first entry, she gives a brief sketch of her life. This background information helps the reader to understand her context.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Identifies any one aspect that makes Anne's writing engaging [1 mark]</p> <p>(attempts to explain her thoughts in a clear manner/gives context or background to help her readers understand her stories better/explains her rationale for keeping a diary before she makes her first entry/events are clearly described in a chronological order/uses a humorous tone/uses rich adjectives and feeling words to describe situations/writes honestly about how she feels and what her intentions are/opens up deeply in her writing/doesn't just jot down facts but analyses people and their actions and reactions)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p>◆ Supports the analysis with evidence from the text [1 mark]</p> <p>('Let me explain so it more clear'/provides a brief biosketch of her life/narrates the incidents with Mr Keesing by focusing on her intentions and people's reactions, which makes it fun)</p> <p><i>Accept any other valid responses supported by the text.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
63	<p>Sample Answer: Anne takes Mr Keesing's essay assignments as a challenge. She thinks Mr Keesing is either trying to teach her a lesson or make fun of her by doing so. Therefore, for the first essay, her purpose is to convince Mr Keesing of the importance of talking and why it is impossible for her to talk less. For her third essay, she tries to be inventive and composes a poem to humour Mr Keesing. Both these incidents show us that Anne is a creative person who takes challenges in her stride. After the submission of all her essays, she is also successful in being permitted to talk in class. This also shows that she is a good writer.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States how Anne feels about the essay assignments [1 mark]</p> <p>(she takes them as a challenge/thinks Mr Keesing wants to teach her a lesson or make fun of her/she sees it as an opportunity to change Mr Keesing's mind)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p>◆ States Anne's purpose for writing the essays [1 mark]</p> <p>(to convince Mr Keesing that talking is a student's trait/to explain that her talking is inherited from her mother so it is inevitable/to humour Mr Keesing by writing a funny poem about talking/to be creative and inventive/so that Mr Keesing lets her talk in his class)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Analyses Anne's character based on the essay writing [1 mark]</p> <p>(she takes challenges in her stride/she is a smart and clever student/she is inventive and creative/she is a good writer with an ability to convince or charm her readers)</p> <p><i>Accept any other responses that logically relate to the essay incidents.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
64	Sample Answer: I think Peggy comes across as selfish. When she bullies Wanda, she does not consider the impact her actions could have on Wanda and thinks it is ok. At the same time, she is also an honest person who is able to appreciate Wanda's work as a budding artist.	0
	Content ◆ Identifies any two traits of Peggy as contradictory [1 mark] (complex/contradictory/childish/honest/caring/cruel and a bully/unaware/entitled/selfish/a bully but also kind/not empathetic/unaware of her actions but also has a good eye for details) <i>Accept any other valid interpretation.</i> ◆ Supports the trait with any one piece of evidence from the story [1 mark] (she saves animals and comforts children who are bullied/she does not make Wanda cry/she is a good student who is also popular/she accepts defeat and gives credit where it is due/constantly justifies her behaviour) <i>Accept any other valid response supported by the story.</i>	2
	Expression ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
65	Sample answer: The name Petronski indicates that Wanda is a Polish immigrant. The other American students in her school made fun of the name and used it to bully Wanda when the teacher was not supervising the students, such as outside the classroom.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content:</u></p> <p>◆ Interprets the meaning of <i>funny</i> as discriminatory [0.50 marks]</p> <p>(Petronski reveals Polish identity/it is funny because Americans find it difficult to pronounce/it is funny because it is not American)</p> <p><i>Accept any interpretation that relates it to a larger social issue.</i></p> <p>◆ Recalls Wanda's treatment as representative of how immigrant students can be treated [1 mark]</p> <p>(bullied in school/ had no friends/travelled alone from and to school/seen as poor and bullied for it/possible that she only got the last bench of the classroom to sit on/experienced name-calling by the other students/ called by racial slurs such as 'Pollack')</p> <p><i>Accept any valid response supported by the story.</i></p>	1.5
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
66	<p>Sample Answer: Wanda sits at the back of the classroom, the place where the 'rough boys', who are shown as ill-mannered people, sit. It is also the place where people with muddy feet and poor grades sit. Peggy and Maddie, on the other hand, sit at the front which is where the students who get good marks and have clean shoes sit. The story indicates that students who can afford to look presentable, travel to school safely, i.e. students who are rich, and are academically bright usually sit in the front seats.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Contrasts the seating positions with any two points from the story [2 marks]</p> <p>(Peggy and Maddie sit in the front and Wanda sits at the back/front seats are for students who get good marks and backseats have students with poor grades/front seats have people who look presentable and backseats have people who have muddy shoes/front seats have people who are interested in academics and backseats have people who don't take studies seriously or joke around)</p> <p><i>Accept any other response that is supported by the story.</i></p> <p>◆ Infers any one characteristic of a student who sits in the the front seats [1 mark]</p> <p>(rich/academically gifted/bright/topper/travels to school without getting dirty/gets good marks/has upper-class values and manners)</p> <p><i>Accept any other valid interpretation of the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
67	<p>Sample Answer: I think Maddie's behaviour was worse than Peggy's because she related with Wanda and could tell that she would feel humiliated by Peggy's questions. Maddie knew how Wanda might be feeling and did not do anything to stop it.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ Clearly indicates a stance on the issue [0.50 marks] <p>(I think Peggy's behaviour was worse/I think Maddie's behaviour was worse)</p> <ul style="list-style-type: none">◆ Supports the stance with a reason [1 mark] <p>(Peggy: if she never teased Wanda, there would never be a problem/she had a thoughtless behaviour/she started and encouraged the humiliating treatment of Wanda/she was an influential girl who should have been more careful of what she was encouraging/she never realised how her actions impacted Wanda/she kept justifying her behaviour towards Wanda/she thought Wanda was too dumb to feel bad; Maddie: she let injustice happen when she could have stopped it/she was aware of Wanda's feelings/she related with Wanda but did nothing to help her/she herself remarks that her silence was cowardice and worse than Peggy's behaviour/Peggy did not even know how Wanda was feeling but Maddie knew)</p> <p><i>Accept any other valid reason.</i></p>	1.5
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
68	<p>Sample Answer: As Wanda, I would talk to one of my teachers in school, someone I trust, and inform him/her of the situation so that they can stop bullying from happening in school. I would also tell a close friend so he/she can make me feel safe and comforted.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States two strategies to deal with the problem of being bullied</p> <p>(I would inform my teacher/I would tell my parents/I would confront Peggy directly/I would write a note to Peggy asking her to stop/I would ask Peggy questions about why she thinks this is ok/I would explain to Peggy how her behaviour impacts me/I would tell Miss Mason/I would carry out an anti-bully campaign in school/I would give a speech about my experiences of being bullied/I would go to a counsellor to deal with my feelings/I would engage in conversations about bullying with my classmates)</p> <p><i>Accept any strategy that can be considered a healthy and effective way of dealing with bullying.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
69	<p>Sample Answer: Maddie had a sick feeling because she felt guilty. She thought about how Wanda might have felt because of Peggy's teasing, but did not try to stop it. She thought her silence was as bad as Peggy's bullying.</p>	0
	<p><u>Content</u></p> <p>◆ Identifies the emotion in the line [0.50 marks]</p> <p>(she felt guilty/shameful/nervous/she had regrets/she was remorseful)</p> <p>◆ States a reason for Maddie's feeling [1 mark]</p> <p>(she was a silent spectator/she did not try to stop Peggy/her behaviour was worse than Peggy's because she was a coward/she knew how their actions could impact Wanda but she let it happen anyway/she wanted to do something to make things right with Wanda/she wanted to apologise to Wanda but did not know how)</p> <p><i>Accept any other valid response from the text.</i></p>	1.5



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
70	<p>Sample Answer : I think their reasons for visiting Wanda were different. Maddie wanted to go because she wanted to make amends with Wanda. Peggy wanted to see if Wanda had indeed left because of how they treated her. Maddie wanted to apologise, whereas Peggy wanted to confirm that she did not do anything wrong.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ Clearly indicates a stance on the question [0.50 marks] <p>(Yes/I think their reasons were different/No/I think their reasons were the same)</p> <ul style="list-style-type: none">◆ Justifies the stance with a reason from the text [1 mark] <p>(No: they both thought they caused Wanda to move away/they both wanted to check-in on Wanda/they both wanted to tell Wanda that she draws well; Yes: Maddie felt guilty but Peggy kept convincing herself and Maddie that they did right by Wanda/Maddie wanted to apologise but Peggy was only curious if Wanda left town or not/Maddie thought they bullied Wanda but Peggy thought Wanda was too dumb to realise this)</p> <p><i>Accept any valid response that is supported by the story.</i></p>	1.5
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5



Q.No	Teacher should award marks if students have done the following:	Marks
71	Sample Answer: 'Kneeling to their own kind' refers to religion and worship. Many human beings practice the worship of saints and sages who lived thousands of years ago and gained followers by leading extraordinary, virtuous lives.	0
	<u>Content</u> ◆ Explains the poet's statement (humans worship saints and sages/idolise old heroes/form religions around great people of the past/humans worship religious figures like Jesus Christ, Prophet Muhammad etc.) <i>Accept any other valid answer.</i>	1
	<u>Expression</u> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
72	Sample Answer: ' Tokens' refers to qualities like simplicity, innocence and satisfaction that humans once had but now, only animals do. The poet wonders if he was a part of their world a long time ago and has lost these traits during the course of evolution.	0
	<u>Content</u> ◆ Explains the metaphor of 'tokens' [1 mark] (virtues/qualities once possessed by human beings now only possessed by animals - innocence/simplicity/satisfaction) <i>Accept any valid interpretation supported by the poem.</i> ◆ Explains the metaphor in the last line [1 mark] (humans have lost the qualities of innocence, simplicity, calmness, placidity, self-contentedness and self-sufficiency during the course of evolution/humans have lost these values as they have become more materialistic/more industrial/more individualistic) <i>Accept any valid interpretation supported by the poem.</i>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
73	<p>Sample Answer: Animals are calm and are not generally upset by day to day happenings. They are happy with what they have and do not complain about their lives. The poet feels that animals reflect his true nature and so he'd rather live with them.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ States a quality of animals from the poem [1 mark] <p>(not upset by day to day happenings/placid and calm/do not complain about their condition/do not lose sleep over negative thoughts/have no conception of religion/aren't dissatisfied/are not materialistic/treat everyone equally/do not worry about their actions)</p> <p><i>Accept any valid response supported by the poem.</i></p> <ul style="list-style-type: none">◆ States a reason for the poet's desire [1 mark] <p>(the poet sees himself reflected in animals/animals remind him of his true nature/his true nature is much more similar to the nature of animals)</p> <p><i>Accept any valid interpretation supported by the poem.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
74	<p>Sample Answer: Humans are portrayed by the poet as restless creatures. They are aware of themselves and their surroundings and are anxious to change it. They lose sleep over thoughts of their flaws and shortcomings. They are filled with regret and are consumed with concepts like gaining respect and trying to achieve material wealth. This makes them miserable. Animals, on the other hand, are simple creatures who always live in the moment. Their actions are guided by simpler instincts and they do not pass their time in wasteful thoughts and self-reflection. This is why they are always calm and content and live their lives in harmony with nature.</p>	0
	<p><u>Content</u></p> <p>◆ Justifies the restless nature of man by citing relevant points of reference from the poem [1.50 marks]</p> <p>(are displeased with their condition/want to change themselves and their surroundings/feel regret over their actions/materialistic and want to feel respected/create religion and worship because of the awareness of their mortality)</p> <p><i>Accept any other valid answer supported by the poem.</i></p> <p>◆ States the nature of animals as different from man and justifies it by citing relevant points of reference from the poem [1.50 marks]</p> <p>(guided by simpler instincts/do not ruminate about themselves/are concerned only with survival/are calm and content)</p> <p><i>Accept any other valid answer supported by the poem.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</p>	1
75	<p>Sample Answer: Human beings are manic about owning things and increasing their wealth. They are also constantly restless about their lives and are not satisfied with how much they have.</p> <p>Human beings live in societies where one has to earn his/her living. The more one earns, the more one can own and that makes people greedy. Therefore, human beings have become materialistic because they are always striving for more wealth. They are discontented because, unlike animals, they have the ability to think about their own actions and behaviours. So, they are anxious about the choices they make. They keep thinking about whether or not the choice they've made is the best one.</p>	0
	<p><u>Content</u></p> <p>◆ States one way each for how materialism and discontentment affect humans [1 mark]</p> <p>(discontentment: are always striving to change themselves and their lives/are easily swayed by things and experience negative emotions/cannot tolerate stagnancy/always looking for ways to improve/the moment one of their wishes or desires is fulfilled, another takes its place and so they always remain discontent with their lives/they are never satisfied with what they have;</p> <p>materialism: are always striving to acquire more wealth/have become greedy/want to improve their status in society/want to be powerful in society)</p> <p><i>Accept any other valid answer.</i></p> <p>◆ Gives one reason for why humans might have adopted each value [2 marks]</p> <p>(discontentment: have the ability to reflect on their own actions and behaviours/can critique themselves/compare themselves to other humans);</p> <p>materialism: live in large societies/possessions reflect status in society/money opens up new opportunities/money gives humans more power in society)</p> <p><i>Accept any other valid reason.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas [1 mark]</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
76	<p>Sample Answer: Bread is an integral part of the Goan society. It is essential to weddings and celebration of festivals like Christmas, in Goa. For instance, a wedding gift in Goa is 'meaningless' without the sweet bread <i>bol</i>. Therefore, the baker of the bread, the <i>pader</i>, is important in Goan society.</p>	0
	<p><u>Content</u></p> <p>◆ States that bread is an important part of Goan culture [0.50 marks]</p> <p>(it is integral to Goan celebrations/carries ceremonial significance/has rituals connected to it/wedding gifts are meaningless without it/any party or feast is incomplete without bread)</p> <p>◆ Supports the statement with an example from the text [1 mark]</p> <p>(sandwiches are prepared for engagement parties/cakes and <i>bolinhas</i> are essential for Christmas and other festivals/bread and baked goods are essential to celebrating special occasions in Goa)</p> <p><i>Accept any valid response that is directly supported by the story.</i></p>	1.5



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [1 mark] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
77	<p>Sample Answer: The author creates a sense of nostalgia in the story by talking fondly of his childhood in Goa. He recollects his childhood memories of the pader. He revisits the joyous days when they would eagerly await bread bangles and peep into the pader's basket the slightest opportunity.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ States how the author creates a sense of nostalgia [1 mark] (talks fondly of his childhood/tells us about the past from the perspective of his childhood self/describes the portuguese era with a lot of fondness/uses imagery to describe the setting of the olden times) <p><i>Accept any other valid answer supported by the text.</i></p> <ul style="list-style-type: none">◆ States an example from the text [1 mark] <p>(Bread bangles/the fragrance of bread loaves/pader as a friend, companion and guide/jingling thud of bamboo/children peeping into the pader's basket)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	2
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
78	<p>Sample Answer: Portuguese influence finds its way into many aspects of Goan life. In particular, it can be observed in the age-old baking practices and cultural traditions. The narrator mentions that even today, the mixers, moulders, and makers of loaves are carrying forward the Portuguese legacy of bread baking in Goa. They still use the old furnaces and go on rounds with a bamboo, selling their bread. These bakers are still known as 'pader' in Goa, which is originally a word used in Portuguese language. The culture around bread also spreads to marriages and other ceremonies. The Goans gift the sweet bread called bol during weddings.</p>	0
	<p><u>Content</u></p> <p>◆ States any two that carry portuguese influence [1 mark]</p> <p>(baking practices/festivals/clothes of the pader/marriage tradition/language influences)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p>◆ States two pieces of textual evidence supporting each of the points. [1 mark]</p> <p>(baker called 'pader'/tools used by the pader/fire burning bright in the furnace/use of bread in festivals like Christmas/weddings/with sandwiches being a staple at engagement ceremonies)</p> <p><i>Accept any other valid answer.</i></p>	2
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
79	Sample Answer: The tone of this line is humourous. The author is saying that wild elephants can be dangerous.	0
	<u>Content</u> ◆ Identifies the tone of the line [0.50 marks] (humourous/comedic/funny/playful/light/not serious/joking) <i>Accept any synonyms of the given words for tone.</i> ◆ States the implied meaning of the line [0.50 marks] (we should be careful around wild elephants/wild elephants are dangerous/wild elephants can be unpredictable/we would get squished if we did not move out their way) <i>Accept any response that relates to the tone of the line.</i>	1
	<u>Expression</u> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i>	1
80	Sample Answer: September to March is considered the most pleasant months of Coorg as the weather is cool with light rain. Any time in these months would be recommended to visitors as they can explore Coorg. It rains heavily during the months of monsoon during which time, it is difficult to go outside.	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States the pleasant months for visiting Coorg [0.50 marks]</p> <p>(September to March has pleasant weather; these months have light rain and good weather)</p> <p><i>Accept any variations of the given responses.</i></p> <p>◆ Briefly describes the climate of Coorg [1 mark]</p> <p>(it is cool and misty/it is favourable for evergreen forests/it is cloudy and rainy; monsoon months keep visitors away as the rains get heavy)</p> <p><i>Accept any responses directly supported by the text.</i></p>	1.5
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1.5
81	<p>Sample Answer: The author explores the history of the cultural descent of the Coorgi people, their traditional wear called <i>kuppia</i> and mentions General Cariappa of the army. Regarding the traditional dress <i>kuppia</i>, the author traces its origins to the Arab dress <i>kuffia</i> which looks like a long coat, worn with a belt.</p>	0
	<p><u>Content</u></p> <p>◆ States two aspects of Coorg's history explored in the text [1 mark]</p> <p>(the origins of the Coorgi people/cultural heritage/descent of the Coorgi people/theories regarding the descent; the traditional dress/mentions of <i>kuppia</i> or <i>kuffia</i> ; history related to the Coorg Regiment)</p> <p>◆ Describes the aspects in detail [1 mark]</p> <p>(describes the theory of Greek or Arabic descent/describes the origins of the traditional dress/mentions the fact about General Cariappa from Coorg)</p> <p><i>Accept any variations of the given responses.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
82	<p>Sample answer: I disagree that Coorg as a text only deals with factual descriptions. While it does give the reader information on the climate, flora, fauna and culture of Coorg, the author's description also romanticises Coorg. After reading the text, one can imagine what Coorg looks like and could feel like to a visitor. The author makes use of imagery to describe the landscape and climate of Coorg. The reader also feels more connected to the various animals that can be found in Coorg. This could be because the author personifies the animals to describe them.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ Clearly indicates the stance as 'no' with a justification [1 mark] <p>(no/I disagree because the text romanticises Coorg/the facts about Coorg are stated alongside charming descriptions of the place)</p> <ul style="list-style-type: none">◆ States at least two effects on the reader [1 mark] <p>(reader feels energised/reader can visualise or imagine details in the text/feels connected to the objects described in the text/feels an urge to visit Coorg/feels entertained after reading it/reader may have had a few laughs while reading it/reader may have felt very informed after reading it)</p> <p><i>Accept any other valid interpretation.</i></p> <ul style="list-style-type: none">◆ States any two author strategies to explain the reader effects [1 mark] <p>(the author uses imagery/hyperbole/sarcasm/comedy or humour/phrases that romanticise Coorg/use of rich adjectives/mentions figures and numbers/personification of the animals)</p> <p><i>Accept any other valid interpretation.</i></p>	3



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
83	<p>Sample Answer: Mijbil runs to the bathtub and is able to open the tap with his paws. This shows that otters are intelligent because Mijbil would have learnt from observation that turning the tap makes water come out.</p>	0
	<p><u>Content</u></p> <p>◆ Identifies any one event from the story that shows the intelligence of otters</p> <p>(Mijbil is able to open the tap in the bathtub/Mijbil learnt to follow the narrator without a lead/Mijbil started responding to the narrator when he would call his name/Mijbil learnt how to dribble a ball and juggle objects/Mijbil learnt that a ball rolls on a slope and invented a game out of that/Mijbil was able to identify his owner while on the plane/Mijbil developed compulsive behaviours like children have of skipping a step or touching every seventh line, etc.)</p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
84	<p>Sample Answer: On the first night, Mijbil was indifferent and distant from the author. However, after a few days, he started showing a lot of interest and curiosity in his surroundings. I think this shift happened because Mijbil started feeling more comfortable around the narrator. Also, with the opportunity and freedom to explore the surroundings and not be caged.</p>	0
	<p>Content</p> <p>◆ States the change in Mijbil's behaviour as stated in the story [1 mark]</p> <p>(first night: indifferent/aloof/cold/distant/did not take much interest in the narrator; few days later: deeply curious/very expressive/slept close to the narrator/started showing his true colours or natural behaviour)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p>◆ States a reason for the change in Mijbil's behaviour [1 mark]</p> <p>(he became comfortable/the narrator and his house became familiar surroundings for him/he started feeling safe/he was not feeling shy and alienated anymore)</p> <p><i>Accept any other valid response that logically explains the shift.</i></p>	2
	<p>Expression</p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
85	<p>Sample Answer: In the stated line, the narrator meant to convey that he became very attached to Mijbil and almost obsessed with what he did. His own life started revolving around Mijbil.</p> <p>The entire story describes Mijbil's actions in deep detail. The narrator also learns many things about Mijbil and knows about his habits. This suggests that while he observes Mijbil, he also takes a great interest to understand why Mijbil does certain actions. For instance, when the narrator describes what he learns about otters and water, he mentions some very specific actions that Mijbil does with water.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Deduces the meaning of the given line [1 mark]</p> <p>(it means that the narrator became obsessed with Mijbil/the narrator's life started revolving around Mijbil/the narrator grew very fond of Mijbil and was attached to him)</p> <p>◆ Supports the statement with any two pieces of evidence from the text [2 marks]</p> <p>(the entire story is about what Mijbil does and various events about him/the narrator describes certain things about Mijbil in such great detail that it seems like he has been observing Mijbil with a genuine interest/certain events in the story show us how the narrator feels about Mijbil: when Mijbil tries to get out of the box and the narrator cares for him instead of feeling irritated by him, etc.)</p> <p><i>Accept any valid responses supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
86	<p>Sample Answer: Valli made elaborate plans because this would be the first time that she would take a bus and travel outside town by herself. Being well-prepared probably gave her the confidence to do something so scary.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States a reason for Valli's elaborate planning</p> <p>(it was a novel experience for her/it was important for her to be informed and responsible since she was doing this alone/no other family member or adult was aware of her plans so nobody would be able to help her if something went wrong; she had to be sure that this plan would be successful/she was intimidated or scared by the idea but was also very curious to try it out and planning gave her some confidence/she was a curious and determined girl who wanted to ensure that her wish turns into reality/she could not afford the fare without being careful about saving her money/she had to resist temptation in order to save the money/she had never gone out of town before)</p> <p><i>Accept any valid reason supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
87	<p>Sample Answer: With the loss of his ball, the boy learns that while loss is painful, one learns to deal with it. For Valli, while the death of the cow initially saddens her, she doesn't let it continue to make her sad. Both experience loss as painful but understand it as something that one eventually has to cope with.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Compares both experiences of loss to each other</p> <p>(the boy learns that loss is inevitable and Valli thinks about how a beautiful cow became a lifeless creature/the boy learns that loss is irreplaceable and Valli learns that death is permanent/the boy learns that loss is painful but we learn to stand up on most days just like Valli accepts the death of the cow as something that she doesn't understand completely rather than being bogged down by it/both experience sadness initially from the loss of something they liked or loved/both the boy and Valli experience something that brings them closer to understanding the world/both gain insight into a harsh reality of life/both led quite sheltered lives until they experienced loss/both lose their naivete with their experience of loss)</p> <p><i>Accept any valid analysis supported by both texts.</i></p>	2
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
88	<p>Sample Answer: The adults around Valli are watchful of her. The elderly woman in the bus keeps asking her where she is going and if there is an adult accompanying her. This shows that she believes children should not travel alone as they are not very aware of their surroundings and may get lost easily.</p> <p>I think this assumption is not justified because Valli does not lose her way at any point. She knows exactly where she is going and how much time the journey will take. She successfully travels alone in the bus and comes back home safely as well. Therefore the old woman's assumption about children is not justified in Valli's case.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ States at least two assumptions that the old woman could have about children [2 marks]</p> <p>(children cannot travel alone/they are not aware of their surroundings/they get lost easily/they have a poor sense of direction/they do not know how people or things in the world could harm them/they do not know how to take care of, or protect, themselves/they always need an adult to supervise them and take care of them/children are not supposed to behave like adults who can buy their own ticket and travel alone)</p> <p><i>Accept any valid interpretation supported by the text.</i></p> <p>◆ Clearly indicates the stance on the assumption [0.25 marks]</p> <p>(I agree/yes/it is justified/I disagree/no/it is not justified)</p> <p>◆ Supports the stance with a reason [0.75 marks]</p> <p>(Yes: we don't know if the assumption is justified or not because Valli never got down from the bus so she never had a chance to show that she can navigate independently/she was lucky that everyone was nice to her but anything could have happened/she did not have any answers for the old woman which could mean that she is not sure about travelling alone; No: Valli travelled and reached home safely/she had planned everything well in advance from saving money to finding out about the bus route and timings/she behaved responsibly by paying for her ticket and not getting tempted by a cold drink/she travelled in the bus like the other adult passengers/she knew exactly where she was going and how much time the journey would take)</p> <p><i>Accept any valid reason supported by the text.</i></p>	3
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</p>	1
89	<p>Sample Answer: The words 'realio' and 'trulio' refer to 'really' and 'truly', respectively. They have been invented by the poet and repeated in different stanzas to enhance the rhythm and lyrical quality of the poem. Also, adds to the light-heartedness and comical quality of elements.</p>	0
	<p><u>Content</u></p> <p>◆ Analyses the effect of the words 'realio' and 'trulio' on the poem</p> <p>(makes the poem sing-song/makes the poem musical in nature/adds a rhythmic quality to the poem/makes the poem sound more appropriate to children because they are nonsensical words)</p> <p>Accept any other valid response supported by the text.</p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</p>	1
90	<p>Sample Answer: Custard was laughed at by Belinda and his fellow animals. Despite proving to be the bravest when the time came, he was mockingly called 'Percival' for being a coward.</p>	0



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Content</u></p> <p>◆ Justifies the given statement with an example</p> <p>(he was laughed at by Belinda and the other animals/tickled/labelled as Percival mockingly for being a coward/for wanting a safe cage/was asked his age) <i>Accept any other valid answer supported by the text.</i></p>	1
	<p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
91	<p>Sample Answer: One of the qualities of Custard that stands out is fearlessness. He shows courage when a pirate armed with weapons attacks the house. While everyone else flees, he attacks the pirate and gobbles him up in order to protect Belinda and his animal friends.</p>	0
	<p><u>Content</u></p> <p>◆ States one quality exhibited by Custard [1 mark]</p> <p>(bravery/courage/fearlessness/strength/humility/emotional/caring/patient)</p> <p><i>Accept any variations of the given responses.</i></p> <p>◆ Justifies answer with one example [1 mark]</p> <p>(Everyone else got scared but Custard saved the day by bravely fighting the pirate/despite the pirate being armed with pistols and a cutlass, Custard was fearless/he caught hold of the pirate and gobbled him up/says everyone is braver than me/cries for a safe cage/forgets his fear because friends are important/never retorts when others bully him)</p> <p><i>Accept any responses directly supported by the text.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between the ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	1
92	<p>Sample Answer: In 'The Tale of Custard the Dragon' the poet uses imagery to show Custard's strength by describing in detail his physical characteristics. He writes of his razor-like teeth, scales, spikes, pointy toes and fire spouting mouth. The poet also does this while describing the pirate, making him appear scarier by talking about how he was armed with pistols and a cutlass. With a wooden leg and a black beard, he instilled fear in Belinda and the animals. The poet uses personification to enhance the impact created by his words and gives Belinda's pets the ability to speak and think. Ink, Blink and Mustard tease Custard for his cowardliness. Moreover, when attacked by the pirate, the mouse strategizes to protect himself.</p>	0
	<p><u>Content</u></p> <ul style="list-style-type: none">◆ States one textual evidence for imagery and personification respectively [1 mark] <p>(focus on Custard's and the pirate's physical appearance/description of Custard's attack on the pirate/shows animals who can talk/dance/strategize)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <ul style="list-style-type: none">◆ Analyses the usage of imagery and personification [1 mark] <p>(creates vivid images to emphasise the scary nature of the pirate and demonstrates the strength of Custard/personifies Belinda's pets to draw attention to their activities/compares the dragon's nose to a chimney to show its ferocity/ highlights the dragon's attack on the pirate and show it's intensity/to bring the characters to life)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas <i>Award the full allotted marks if the criteria has been met.</i> <i>Award half of the allotted marks if the criteria needs improvement.</i> <i>Award 0 marks if the criteria has not been met</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics <i>Award the full allotted marks if there are two minor errors or one major error.</i> <i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i> <i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1
93	<p>Sample Answer: Lamov didn't actually love Natalya but wanted to get married as soon as possible due to his age and poor health. He couldn't afford to wait to find 'real love'. Natalya was 25 years old and unmarried, which was unusual for the era, so she was under a lot of social pressure to get married. Her father describes her as a 'lovesick cat'. When the three of them get into a quarrel, they insult each other's families and clearly don't hold each other in high regard. Chubukov feels it is a burden to be the father of a 25 year old unmarried daughter and getting Natalya married is a 'weight off his shoulders'. He holds their hands and asks them to kiss each other and agree to get married.</p>	0
	<p><u>Content</u></p> <p>◆ Supports the given prompt with reference to each character</p> <p>(Lamov - didn't actually love Natalya/wanted to get married as soon as possible due to his age and health conditions/thought that he couldn't afford to wait to find 'real love'; Natalya - was 25 years old and unmarried which was unusual for the era, so there was social pressure for her to get married/was like a 'lovesick cat' who was desperate for marriage/was hostile towards Lamov but still agreed to marry him despite continuing their quarrel; Chubukov - felt it to be a burden to be the father of a 25 year old unmarried daughter/thought that getting Natalya married was a 'weight off his shoulders')</p> <p><i>Accept any other valid answer supported by the text.</i></p>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between ideas</p> <p><i>Award the full allotted marks if the criteria has been met. Award half of the allotted marks if the criteria needs improvement. Award 0 marks if the criteria has not been met.</i></p>	1
	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error. Award half of the allotted marks if there are three to four minor errors or two major errors. Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	1