

**MARKING SCHEME**  
**ENGLISH CORE (Code No. 301)**  
**CLASS-XII-(2024-25)**

**General Instructions: -**

1. *The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.*
2. *If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".*
3. *If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.*

|             | <b>SECTION A: READING SKILLS (22 marks)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1.          | Answer the following questions, based on the passage above. (Descriptive Passage)                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>12</b> |
| <b>I</b>    | They lead to instant interruptions in conversations.<br>[language / expression may vary but the idea should remain relevant]                                                                                                                                                                                                                                                                                                                                                                           | 1         |
| <b>II</b>   | It illustrates how moments are fleeting and unnoticed, lost amid the distractions of digital interactions / it illustrates how easily significant moments can drift away when overshadowed by the focus on technology<br>[language / expression may vary but the idea should remain relevant]                                                                                                                                                                                                          | 1         |
| <b>III</b>  | A. a deep (psychological) dependence on technology for a sense of wholeness or connection                                                                                                                                                                                                                                                                                                                                                                                                              | 1         |
| <b>IV</b>   | reduce the anxiety associated with the need to constantly be connected                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1         |
| <b>V</b>    | C. It interferes with our ability to engage with meaningful aspects of our life.                                                                                                                                                                                                                                                                                                                                                                                                                       | 1         |
| <b>VI</b>   | Yes it does - develop a hunch / mind is constantly alert (any one)                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1         |
| <b>VII</b>  | The phrase refers to the natural, meaningful, and often quieter moments that make up human existence and relationships—those that occur away from the digital chaos. The writer draws our attention towards the genuine life experiences, such as face-to-face conversations, quiet contemplation, enjoying nature, and real-world interactions, that are overlooked or drowned out by the constant noise of digital activity.<br>[language / expression may vary but the idea should remain relevant] | 2         |
| <b>VIII</b> | D. clamour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1         |
| <b>IX</b>   | A. Despite the intent to connect more effectively, the result is the opposite.<br>(Option B is satire, C is hyperbole and D is metaphor)                                                                                                                                                                                                                                                                                                                                                               | 1         |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>X</b>    | <p>They are – (2 points to be elaborated for either)</p> <p>Benefits: Survey outcomes can offer a detailed understanding of the specific needs and preferences of various demographic groups, which can enhance the effectiveness of health interventions by making them more targeted and relevant. Additionally, using these data-driven insights can foster a sense of collaboration among stakeholders, promoting a unified approach towards health and sustainability.</p> <p>Challenges: Relying on survey outcomes may present challenges such as the risk of biases in the data collection process, which can twist results and lead to ineffective interventions. There's also the issue of survey fatigue among participants, potentially reducing engagement and the accuracy of the data gathered. Moreover, translating survey findings into practical interventions requires resources and continuous stakeholder commitment, which might not always be feasible.</p> | <b>2</b>  |
| <b>2.</b>   | <b>Answer the following questions, based on given passage.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>10</b> |
| <b>I</b>    | ... how busy daily routines influence people to opt for quick and convenient eating options, often at the expense of nutritional value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>1</b>  |
| <b>II</b>   | A. Primary purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>1</b>  |
| <b>III</b>  | <p>The TWO points are –</p> <p>a) Health focus, as fruits are widely recognised for their health benefits, and this aligns with the study's goal to analyse snacking habits and their implications for health (making fresh fruits a relevant choice for understanding healthy snacking behaviours).</p> <p>b) Comparative analysis, as the study aims to compare the health implications of seasonal fruits versus packaged snacks. Including fresh fruits allows researchers to directly evaluate preferences between natural, healthier choices and processed, potentially less healthy alternatives.</p>                                                                                                                                                                                                                                                                                                                                                                        | <b>2</b>  |
| <b>IV</b>   | Influence – sentence 1 ; Motivation – sentence 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1</b>  |
| <b>V</b>    | D. Seema - teenager (taste and convenience) ; Mohan - elderly(health, digestive ease) ; Arindam -young adult (health and convenience )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>1</b>  |
| <b>VI</b>   | Due to their increased health needs and focus on foods that are easier to digest and nutritionally beneficial.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>1</b>  |
| <b>VII</b>  | Targeted interventions can effectively address specific health needs by focusing on the unique factors influencing each demographic's snacking choices. For example, educational campaigns for parents can foster early healthy eating habits in children, while initiatives for teenagers can reduce the impact of advertising and peer pressure, promoting wiser food choices. Also, ensuring that middle-aged and older adults have access to fresh produce supports ongoing health maintenance, directly contributing to overall improved health outcomes across the lifespan.                                                                                                                                                                                                                                                                                                                                                                                                  | <b>2</b>  |
| <b>VIII</b> | B. Building healthier communities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>1</b>  |

| <b>SECTION B-CREATIVE WRITING SKILLS (18 marks)</b>                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |          |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|
| 3.                                                                                                 | Format – 1      Content -2      Accuracy of spelling and grammar -1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | 4        |
| 4.                                                                                                 | A- (Card type formal / third person/ centre aligned) B- (Letter type- formal, first/ third person )<br>Format – 1      Content -2      Accuracy of spelling and grammar -1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | 4        |
| 5.                                                                                                 | Format -1   Content -2   Organisation -1   Accuracy of spelling and grammar -1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | 5        |
| 6.                                                                                                 | Format – 1   Content -2   Organisation -1   Accuracy of spelling and grammar -1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | 5        |
| A.                                                                                                 | Article -Value points <ul style="list-style-type: none"> <li>▪ Cultural heritage provides a strong sense of identity, helping young people connect with their roots and understand how historical influences shape their personal and community identities.</li> <li>▪ Exposure to one's own and other cultures promotes tolerance and appreciation, which are vital in today's globalised society. This helps youths navigate diverse social environments with respect and empathy.</li> <li>▪ Engaging with traditional arts, crafts, and practices can inspire creativity and innovation among youths, allowing them to reinterpret cultural expressions in ways that resonate with contemporary life.</li> <li>▪ Active participation in cultural festivals, rituals, and community events strengthens bonds among community members and enhances social cohesion, making cultural heritage a pivotal part of daily life for youths.</li> <li>▪ Incorporating cultural studies in education can increase awareness and pride among young people about their heritage, encouraging them to become advocates and preservers of their traditions.</li> <li>▪ By using technology to create appealing and accessible cultural content, such as virtual museum tours, digital storytelling, and social media campaigns, youths can be engaged with their heritage in formats they find relatable and exciting.</li> </ul> |  |          |
| B.                                                                                                 | Cues lead to the eliciting of relevant response points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |
| <b>SECTION C-LITERATURE (40 marks)</b>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |          |
| <b>7. Read the following extracts and answer the questions for any one of the given two-A or B</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |          |
| A                                                                                                  | Poetry (Flamingo)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>6</b> |
| I                                                                                                  | Gaining victory with no survivors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | 1        |
| II                                                                                                 | C. A moment of unity and peaceful reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | 1        |
| III                                                                                                | ...a potential for change and renewal / a moment of pause and reflection / an act of cleansing of their actions /embracing a peaceful existence/ the possibility of transformation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | 1        |
| IV                                                                                                 | condemns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | 1        |
| V                                                                                                  | B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | 1        |
| VI                                                                                                 | Global leaders and communities can work toward more sustainable and peaceful solutions – Can be used to advocate for non-violent resolutions / peace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | 1        |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|           | negotiations in contemporary conflicts / Can be used to promote dialogue and understanding over aggression and warfare                                                                                                                                                                                                                                                                                                    |          |
| <b>B</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
| I         | enforcing benefits                                                                                                                                                                                                                                                                                                                                                                                                        | 1        |
| II        | A. Coordinated help                                                                                                                                                                                                                                                                                                                                                                                                       | 1        |
| III       | ...the traditional and longstanding sleeping patterns and nighttime rituals that have been part of the rural community's lifestyle for generations (deeply rooted cultural practices)<br>[The speaker suggests that the modern practices, possibly influenced by external forces such as urbanisation or industrialisation, disrupt the natural sleep patterns of the rural inhabitants – dilute their time-tested ways.] | 1        |
| IV        | irony                                                                                                                                                                                                                                                                                                                                                                                                                     | 1        |
| V         | D. The assertion is false, but the reason is true. (Correct assertion - The poet criticizes the way the rural poor are treated by benefactors, suggesting it dulls their senses : 'soothe them out of their wits')                                                                                                                                                                                                        | 1        |
| VI        | Be wary of involvements by outsiders that might appear benevolent but could ultimately undermine your autonomy and dull your critical thinking abilities.<br>[language / expression may vary but the idea should remain relevant]                                                                                                                                                                                         | 1        |
| <b>8.</b> | <b>Read the following extracts and answer the questions for any one of the given two, (A) or (B)</b>                                                                                                                                                                                                                                                                                                                      | <b>4</b> |
| <b>A.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
| I         | ... exploring Cordilleran folds, granite shields, and environmental factors like ozone and carbon                                                                                                                                                                                                                                                                                                                         | 1        |
| II        | The author does so by linking geological events to Antarctica's environmental conditions, highlighting the significance of geological processes in shaping the planet's history and future trajectories.                                                                                                                                                                                                                  | 1        |
| III       | A. Feels overwhelmed by the vastness of geological time scales.                                                                                                                                                                                                                                                                                                                                                           | 1        |
| IV        | By providing insights into how geological events impact polar regions and influence global climate patterns.                                                                                                                                                                                                                                                                                                              | 1        |
| <b>B</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
| I         | . ...isolation and lack of support / absence of any solace or reassurance from others / being an animal to a herder thereby suggesting a loss of identity                                                                                                                                                                                                                                                                 | 1        |
| II        | anguish/ sense of loss/ turmoil ( any other relevant)                                                                                                                                                                                                                                                                                                                                                                     | 1        |
| III       | B. manipulated and controlled                                                                                                                                                                                                                                                                                                                                                                                             | 1        |
| IV        | The imagery symbolises the forced assimilation and suppression of Indigenous culture, portraying the cutting of her hair as an act of cultural violence and the imposition of Western ideals of appearance and behaviour.                                                                                                                                                                                                 | 1        |
| <b>9.</b> | <b>Read the following extracts and answer the questions for any one of the given two, A or B.</b>                                                                                                                                                                                                                                                                                                                         | <b>6</b> |
| <b>A</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
| I         | To emphasise the suddenness and shock of Franz's understanding about the importance of his education./ To convey the urgency and deep impact of this                                                                                                                                                                                                                                                                      | 1        |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|     | moment / To dramatically highlight how unexpected and jarring the realisation was to him – like the startling and instant nature of a thunderclap / To effectively captures the emotional intensity of the moment of deep regret and abrupt awakening experienced by Franz                                                                                                                                                                                                                                                                                                                                                                                     |           |
| II  | intense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1         |
| III | ...preference for play over study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1         |
| IV  | It reflects a newfound respect and appreciation, overshadowing past fears of discipline and strictness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1         |
| V   | B. Why, I hardly knew how to write!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1         |
| VI  | A. realisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1         |
| B   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |
| I   | It highlights his precarious economic situation and his dependence on chance finds for small joys and possibly essential income, reflecting the dire poverty and limited opportunities available to him.                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1         |
| II  | desperate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1         |
| III | ...finding valuable items like coins gives them hope of finding more                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1         |
| IV  | For children, garbage represents a source of wonder and potential treasure, whereas for adults, it is primarily a means of survival.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1         |
| V   | B. Rag-picking has evolved into a complex skill that is valued within the community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1         |
| VI  | C. Reminiscing about past findings in the garbage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1         |
| 10. | <b>Answer any five of the following six questions in 40 50 words each :</b><br>1 -Content                      1- Expression                      ½ -1 deducted from overall, for Accuracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>10</b> |
| I   | An instance of hope or resilience – Saheb’s continued search in the garbage, driven by the occasional discovery of a rupee or a ten-rupee note, symbolises his hope and resilience against the overwhelming odds of his harsh life.<br>This reflects the theme of enduring hope amidst poverty and destitution - the human spirit’s capacity to dream and hope, even in the terribly dire circumstances -- suggesting that the desire for a better life can exist independent of one's current state of poverty                                                                                                                                                | 2         |
| II  | (Any one)<br><ul style="list-style-type: none"> <li>▪ The image of her aging mother - ‘pale as a late winter’s moon,’ -- conveys the fragility and the inevitability of aging -- highlights the physical changes brought by time and evokes a sense of gentle, serene decline rather than abrupt decay</li> <li>▪ The image with the vivid, lively description of young trees sprinting and merry children spilling out of their homes --- contrasts sharply with her mother's stillness and silence --- enhances the sense of her mother's isolation in her old age / the relentless passage of time that spares no one -- life’s transient nature</li> </ul> | 2         |
| III | Represents -- the tension between local traditions and foreign occupation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2         |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|     | <p>The church clock -- symbol of local, everyday life and continuity --- in stark opposition to the Prussian trumpets, which symbolise disruption, military power, and the enforcement of foreign rule</p> <p>Highlights the theme of loss and the struggle to preserve one's cultural heritage against overwhelming odds</p>                                                                                                                                                                                                                                                                                         |          |
| IV  | <p>The author's writing style - often blends a conversational tone with introspective moments -- deeply affects the reader's engagement and understanding of the narrative.</p> <p>Use of direct dialogues interspersed with reflective commentary – this approach not only makes the interactions more dynamic and engaging but enhances the reader's insight into the complexities of personalities and themes being explored</p>                                                                                                                                                                                   | 2        |
| V   | <p>Dual –</p> <ul style="list-style-type: none"> <li>▪ The tendency towards greed and deceit - society, driven by wealth and gain, ensnares individuals, reducing their existence to a constant struggle to escape from materialistic enticements</li> <li>▪ The potential for redemption through empathy and kindness –kindness and trust by the ironmaster's daughter, Edla, inspires the peddler to reclaim his essential humanity and escape the identity of a thief - signified by his decision to return the stolen money and leaving a note explaining his thoughts about the world being a rattrap</li> </ul> | 2        |
| VI  | <p>Largely due to the leadership and advocacy provided by Mahatma Gandhi -- his involvement brought national attention to their plight --highlighted the importance of civil rights and nonviolent resistance</p> <p>Gandhi's strategic approach to negotiations &amp; his insistence on nonviolent protest -- empowered the peasants to stand up against oppressive landlords --- led to their immediate victory -- inspired a broader movement for social and economic justice across India</p>                                                                                                                     | 2        |
| 11. | <b>Answer any two of the following three questions in 40 50 words each :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>4</b> |
| I   | <p>The significance of the toy tiger lies in its stark contrast to the dangerous live tigers the Maharaja had been hunting throughout his life.</p> <p>Its role in his death brings up the themes of irony and fate central to the story.</p> <p>It illustrates -- despite human efforts to control or escape destiny, it can manifest in the most unexpected and trivial forms.</p> <p>The toy tiger symbolises -- the ultimate futility of the Maharaja's efforts -- points to the folly of those who believe they can master fate through power or violence</p>                                                    | 2        |
| II  | <p>The literal journey involves Charley, discovering a supposed 'third level' at the Grand Central Station--a portal to the year 1894. The metaphorical journey-- Charley's inner longing for a simpler, more reassuring past—a common human desire to retreat to a time perceived as better or less complicated.</p> <p>The significance - their portrayal of the universal quest for happiness and fulfillment -- together, these journeys explore themes of escapism, the subjective nature of reality, and the deep-seated human need for connection and comfort in familiar but idealised, settings.</p>         | 2        |
| III | <p>Derry is of the pessimistic view whereas Mr. Lamb is of the optimistic view point.</p> <p>Both are disabled but still view life from different perspectives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2        |

|     |                                                                                                                                                                                                                                                                                  |          |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|     | Both protagonists challenges with disfigurement are depicted with a stark realism that leans towards pessimism, yet interactions that offer genuine connection hint at underlying optimism -- suggest the possibility of emotional survival despite physical and social barriers |          |
| 12. | <b>Answer ANY ONE of the following two questions, in about 120-150 words</b>                                                                                                                                                                                                     | <b>5</b> |

**A.**

‘A Roadside Stand’ focuses on the economic disparities between rural and urban areas, and ‘Aunt Jennifer’s Tigers’ delves into the gender-based inequalities within marriage and society.

| A Roadside Stand                                                                                                                                                                                                                                                                                                                                                                        | Aunt Jennifer’s Tigers                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Depicts the struggles of rural individuals facing economic inequality.</li> <li>• Highlights the disparity between urban and rural lifestyles.</li> <li>• Reflects on the exploitation of rural communities by those in power.</li> <li>• Explores the loss of traditional ways of life due to modernisation and industrialisation.</li> </ul> | <ul style="list-style-type: none"> <li>• Illustrates the oppression faced by Aunt Jennifer within her marriage.</li> <li>• Reflects on the expectations and restrictions placed on women, socially.</li> <li>• Explores the theme of domestic suppression and its impact on women's autonomy.</li> <li>• Highlights the contrast between Aunt Jennifer's inner world and her external reality.</li> </ul> |

**Impact on Bearers:**

- A Roadside Stand -- rural folk are portrayed as struggling to make ends meet due to economic disparities, leading to feelings of frustration and helplessness.
- Aunt Jennifer's Tigers – Aunt experiences oppression and suppression within her marriage
- Both sets of bearers face the psychological and emotional toll of their respective inequalities, resulting in a longing for freedom and empowerment.
- Despite their challenges, the bearers in both poems demonstrate a desire to assert themselves through small acts of defiance or dreams of liberation.

**B**

While both Sophie and Subbu share aspirations for success in their respective fields, they encounter different constraints and demonstrate distinct approaches in pursuing their dreams.

| Sophie                                                                                                                                                                                                                                                                                                                                                                                                                                     | Subbu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Aspiration: Sophie dreams of owning a boutique or becoming a fashion designer.</li> <li>• Constraints: Financial limitations and other expectations, such as her father's disapproval, hinder Sophie's pursuit of her dreams.</li> <li>• Pursuit of Dreams: Despite the challenges, Sophie remains determined to achieve her goals, showing persistence and creativity in her pursuits</li> </ul> | <ul style="list-style-type: none"> <li>• Aspiration: Subbu aims to succeed in the film industry as a poet, actor, and contributor to Gemini Studios.</li> <li>• Constraints: While Subbu faces challenges, such as criticism for his perceived sycophancy and overshadowing of his literary achievements by his success in films, he navigates these obstacles with grace and humility.</li> <li>• Pursuit of Dreams: Subbu's dedication to his craft and ability to adapt to various roles within Gemini Studios reflect his unwavering commitment to his pursuits.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                              |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------|
| 13.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Answer any one of the following two questions, in about 120-150 words</b> | <b>5</b> |
| <p><b>A</b></p> <ul style="list-style-type: none"> <li>▪ <b>Incorporation of Traditions:</b> <ul style="list-style-type: none"> <li>→ Religion - how religious beliefs influence character actions and decisions.</li> </ul> <p>For example, Sadao's internal conflict may be influenced by his moral beliefs shaped by religious teachings.</p> <li>→ Family Bonds - how relationships in the family impact character interactions and motivations.</li> <p>For example, Hana's concern for the safety of her family and the potential repercussions of harbouring an enemy soldier could drive her actions.</p> <li>→ Patriotism - how national loyalty and patriotism create tension and conflict in the story.</li> <p>For example, Sadao's duty as a citizen and as a doctor may conflict with his compassion towards the wounded soldier, highlighting the complexities of wartime allegiances.</p> </li></ul><br><ul style="list-style-type: none"> <li>▪ <b>Narrative Techniques:</b> <ul style="list-style-type: none"> <li>→ Setting - how the wartime setting amplifies the moral dilemmas faced by the characters.</li> <p>The backdrop of war intensifies the stakes and adds urgency to their decisions.</p> <li>→ Motivation - how cultural influences shape character motivations and drive the plot forward.</li> <p>The characters' actions may be guided by deeply ingrained cultural values and beliefs.</p> <li>→ Sources of Conflict - the key conflicts stemming from cultural differences, expectations, and wartime circumstances.</li> <p>These conflicts drive the narrative forward and heighten the tension.</p> <li>→ Pacing - how the pacing of the story reflects the characters' internal struggles and external conflicts.</li> <p>The pacing may fluctuate to convey moments of tension, reflection, and resolution.</p> </ul> </li> </ul> |                                                                              |          |
| <p><b>B.</b><br/>         (Any two narrative techniques)<br/>         [The examples may be references and not direct quotes]</p> <p>a) First-Person Narrative:</p> <ul style="list-style-type: none"> <li>→ Technique - The story is narrated from the first-person perspective of Charley, which creates an intimate and personal recounting of his experiences and thoughts.</li> <li>→ Effect - This technique allows readers to directly engage with Charley's desires and fears, making his longing for escape and the nostalgia for a simpler past more tangible.</li> <li>→ Textual Evidence - Charley states, "But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.'"</li> </ul> <p>This personal reflection shares his internal justifications and how others perceive his escapism.</p> <p>b) Detailed Descriptive Language:</p> <ul style="list-style-type: none"> <li>→ Technique - The use of vivid and specific descriptions of settings and times, particularly Charley's descriptions of the third level of Grand Central Station.</li> <li>→ Effect on Themes - These descriptions not only build a believable world but also vividly paint the past, stressing the theme of nostalgia and the allure of escapism to a seemingly better and simpler time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                              |          |

- Textual Evidence - “Then I saw why; they were open-flame gaslights.” and “everyone in the station was dressed like eighteen-ninety-something; I never saw so many beards, sideburns, and fancy mustaches in my life.”

These details highlight the historical setting Charley escapes to, filled with elements from the past.

c) Symbolism:

- Technique - The story uses the ‘third level’ as a symbol, representing not just a physical place but a mental escape into another time.
- Effect on Themes - The third level serves as a metaphor for the psychological refuge one seeks from the modern world’s anxieties, underlining the theme of escapism.
- Textual Evidence – Charley mentions, “Grand Central has been an exit, a way of escape—maybe that’s how the tunnel I got into.”

This line explicitly connects the physical space of the third level to the concept of escaping reality.

d) Contrast and Irony:

- Technique - The stark contrast between Charley’s mundane, modern life and his adventures on the third level introduces a layer of irony.
- Effect on Themes - This contrast enhances the nostalgic appeal of the third level while ironically pointing out the impracticalities of such escapism.
- Textual Evidence - “The clerk figured the fare—he glanced at my fancy hatband, but he figured the fare—and I had enough for two coach tickets, one way. But when I counted out the money and looked up, the clerk was staring at me.”

This shows how out of place modern elements are in the past, highlighting the nostalgic yet challenging nature of his escape.