

# Directorate of Education, GNCT of Delhi

Suggestive Answers

Class – XI

English Core (Code: 301)

Term – II (2021 – 2022)

Time Duration: 2 hrs.

Maximum Marks: 40

## SECTION A - READING (14marks)

### Note:

- (i) Since the Reading Section focuses on testing a candidate's ability to comprehend, no deductions are to be made for errors in spelling, grammar or punctuation.
- (ii) (ii) Marks should be awarded only if the answer reveals formation of a response to the question.
- (iii) (iii) **No marks to be awarded** if a chunk/exact line/s is/are transcribed from the passage without evidence of structure or semblance of coherent thought, in an attempt to pass off as a response.

1. Based on your understanding of the passage, answer ANY EIGHT questions from the nine given below. (1x 8=8 marks)

- I. identifies, promotes, and celebrates books, authors, conversations and various cultural expressions on the environment
- II. rising awareness
- III. through GLF
- IV. people who care for the planet
- V. green literature in a wider sense, not just fiction, non-fiction, and books, but also children's literature, poetry, drama and comics
- VI. No, A year long series of events
- VII. economy
- VIII. Time for introspection in crisis
- IX. Visual content, information is absorbed faster by brain as compared to other stimuli

**Q2. Note Making and Summarization based on the passage. 5 Marks**

Note Making (3 marks):

- o Notes-2                      o Title & Abbreviations-1

Summary (2 marks):

- o Content-1                      o Expression-1

**SECTION B – WRITING**

This questions in this section address the following writing LOs:

1. convey ideas convincingly using appropriate layout as relevant
- 2) organize the content and structure the ideas logically, sequentially, cohesively
- 3) use a range of vocabulary and sentence structure appropriate to the content and the context
- 4) make accurate use of spelling, punctuation and grammar

**3. Draft a suitable poster for COVID APPROPRIATE BEHAVIOUR (CAB) on behalf of health department. Do not exceed the word limit of 50 words. (3 marks)**

**Content -2 Expression-1 Accuracy \***

**Value Points**

- Social distancing
- Wearing mask
- Washing hands
- Motivating people to follow norms
- Catchy captions
- Issuing authority

▪ **Content** (as listed in value points) –

1/2 mark \*4=2 marks

▪ **Expression**- 1 mark

✓ full credit of 1 mark to be allotted if the functional language/ expressions has/ have been used consistently, throughout.

✓ Partial credit of 1/2 mark to be allotted if the functional language/ expressions has/have been used generally, in most places.

✓ No credit of marks if the functional language/ expressions has/ have been used sporadically/ not at all.

▪ **Accuracy\*** - Deductions up to 1 mark from overall score

✓ Deduct 1/2 mark from total marks if all or either one of the following apply:

- has a few format inaccuracies
- has a few inaccurate spellings and grammatical structures

✓ Deduct 1 mark from total marks if all or either one of the following apply:

- incorrect format/ has a fair number of format inaccuracies
- has a total of 3 or more spelling/ grammatical errors

**4. Attempt ANY ONE from A and B given below.**

**(5 marks)**

**A. You are Rajan/Rajni, Head Boy/Girl of your school. Request your Principal in writing to arrange extra classes in Maths for the students of XI and XII classes. Give detailed reasons to support your demand. Do not exceed the word limit of the letter which is 120-150 words.**

**Content -2      Expression-2      Accuracy -1**

**Value points- Content**

- need/ genuine reason
- low performance
- drill & revision required
- Exam stress
- Request on students' behalf
- extra classes

**Descriptors for Content**

**NOTE-**Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.

2 marks

✓ All points included

✓ Well-developed with sustained clarity

1 1/2 marks

✓ Almost all points incorporated

✓ Reasonably well-developed

1 mark

✓ Some points incorporated

✓ Fair attempt at developing ideas with some impact on clarity of response

1/2 mark

✓ Most of the points of the given task not incorporated

✓ Limited awareness of task development

**Expression -2 marks**

Marks	Descriptors for Expression
	<b>NOTE</b> -Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.
2	<ul style="list-style-type: none"><li>• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending.</li><li>• Carefully structured content with organised paragraphing presented cohesively.</li><li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li></ul>
1 1/2	<ul style="list-style-type: none"><li>• Frequent clarity of expression most of the times, layout of a formal letter largely accurate.</li><li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li><li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li></ul>
1	<ul style="list-style-type: none"><li>• Inconsistent style, expression sometimes awkward, layout of a formal letter basically accurate.</li><li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.</li><li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li></ul>
1/2	<ul style="list-style-type: none"><li>• Expression unclear, layout partially followed affecting the format of the letter.</li><li>• Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li><li>• Very limited vocabulary or copying from the question.</li></ul>

**Accuracy -1 mark**

**Descriptors for Accuracy**

1 mark

✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

1/2 mark

✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

No credit

✓ Frequent errors in spelling, punctuation and grammar, impeding communication.

**B. You are Saba Parvin/ Parveen Kumar, a student of ABC PUBLIC SCHOOL. Your school is organizing a debate competition on the issue of 'Opening schools after Special Immunisation Drive against COVID-19 for children'. Draft a debate either in favour or against the topic in 120-150 words.**

**Value Points**

- Stating - stance on the topic

**Against(NO)**

- Screen time
- Health issues
- Distracting
- Any other **valid** relevant information

**Favour(YES)**

- Available option in crisis
- Virtual tours
- Activity based
- Watch recordings

**Descriptors for Content**

**NOTE-**Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.

2 marks

✓ All points included

✓ Well-developed with sustained clarity

1 1/2 marks

✓ Almost all points incorporated

✓ Reasonably well-developed

1 mark

✓ Some points incorporated

✓ Fair attempt at developing ideas with some impact on clarity of response

1/2 mark

✓ Most of the points of the given task not incorporated

✓ Limited awareness of task development

### Expression -2 marks

Marks	Descriptors for Expression
	<b>NOTE-</b> Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.
2	<ul style="list-style-type: none"> <li>Highly effective style capable of conveying the ideas convincingly with appropriate layout of a debate viz. addresses, salutation, subscription, and ending.</li> <li>Carefully structured content with organised paragraphing presented cohesively.</li> <li>Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>
1 1/2	<ul style="list-style-type: none"> <li>Frequent clarity of expression most of the times, layout of a debate draft largely accurate.</li> <li>Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>
1	<ul style="list-style-type: none"> <li>Inconsistent style, expression sometimes awkward, layout of a debate draft basically accurate.</li> <li>Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.</li> <li>Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
1/2	<ul style="list-style-type: none"> <li>Expression unclear, layout partially followed affecting the format of the debate.</li> <li>Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>Very limited vocabulary or copying from the question.</li> </ul>

### Accuracy -1 mark

#### Descriptors for Accuracy

1 mark

✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

1/2 mark

✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

No credit

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**Q 5. Answers:**

- The railway platform was unusually crowded last Sunday.
- Vendors carrying sweet smelling flowers were at the platform.
- We wondered how they would get on the train.
- But they boarded the train very carefully.

### SECTION C- LITERATURE

6. Attempt **ANY FIVE** of the six questions given below, within 40 words each. (2x 5= 10 marks)

**Content -1      Expression-1**  
**Value Points**

- i. How does the rain justify its claim 'I am the Poem of Earth'?

  - The poem has the task of bringing joy, happiness, life to its readers
  - when the rain falls down over Earth, a rhythm or music is created.

- ii. Which awareness according to Nani Palkhivala is growing worldwide?

  - The movement gripped the imagination of the entire human race
  - the worldwide consciousness that the earth itself is a living organism
  - metabolic needs and vital processes that need attention because the earth's vital signs reveal its declining health

- iii. What does the term 'remove' used in the school depicts, in the story 'The Browning Version' mean?

  - When a pupil is promoted to a higher class.

- iv. What did the poet notice about independent thinking in the poem Childhood?

  - The poet discovered that he was different from others and could think independently
  - He could have his own opinions without getting influenced by anyone else
  - This discovery was very important to him as it revealed to him his abilities for independent thinking and decision taking.

- v. How did music bring comfort to Albert's life?

  - Albert was having a bad time at school where he was supposed to cram facts in which he had no interest
  - The teachers would taunt him and punish him
  - Even at his lodging, he had no comfort
  - All this made him miserable
  - He turned to music as his only solace.

- vi. What does Mrs Fitzgerald's advice to Mrs Pearson after she had put back the family members in their proper place signify?

  - Mrs Fitzgerald advised Mrs Pearson not to be soft and waste all the effort she had put in to change the attitude of her family for the better
  - Mrs Pearson is unsure how she would explain her behaviour.
  - Mrs Fitzgerald concern for Mrs Pearson

**LONG ANSWER QUESTIONS No. 7(i-ii) (ANY ONE – 5 marks )****Content 3****Expression & Accuracy 2****Note**

✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION

✓ If the response does not justify **all** points of a level, the response is **marked down**.

**DESCRIPTORS FOR CONTENT (with reference to value points) MARKS**

<ul style="list-style-type: none"><li>• Sustained, clear, well-developed personal response to the task</li><li>• Well-developed and justified arguments/evidence for the characters</li></ul>	3
<ul style="list-style-type: none"><li>• Largely, a reasonably well-developed personal response to the task</li><li>• Clear justification with arguments/evidence for the characters</li></ul>	2
<ul style="list-style-type: none"><li>• Fairly competent personal response to the task</li><li>• Clear justification with restricted arguments/evidence for the characters</li></ul>	1
<ul style="list-style-type: none"><li>• Limited awareness of the task</li><li>• Limited justification or relevant arguments/evidence for the characters</li></ul>	1/2

**DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion + Accuracy). MARKS**

<ul style="list-style-type: none"><li>• Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li><li>• Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li><li>• Spelling, punctuation and grammar are almost always accurate</li></ul>	2
<ul style="list-style-type: none"><li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li><li>• Range of vocabulary suffices in large parts to convey the overall idea and meaning</li><li>• Spelling, punctuation and grammar mostly accurate, with occasional minor errors but does not impede communication</li></ul>	1 1/2
<ul style="list-style-type: none"><li>• Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li><li>• Range of vocabulary is limited and conveys a basic idea of the overall meaning</li><li>• Spelling, punctuation and grammar fairly accurate, with occasional minor errors but does not impede communication</li></ul>	1
<ul style="list-style-type: none"><li>• Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li><li>• Very limited expected/ topical vocabulary as per question asked</li><li>• A lot of errors in spelling, punctuation and grammar that impede communication.</li></ul>	1/2



**7 (i). Andrew's visit to the Morgan's gave him pleasure and satisfaction that he had not achieved earlier. Justify.**

**Value Points**

- At half past three, after an hour's difficult struggle, the child was born lifeless
- mother lay collapsed and almost pulse-less, injected the medicine and struggled to restore the lifeless Susan Morgan, intense effort, her heartbeat became steady.
- turned his attention to the lifeless baby, condition was caused by lack of oxygen in the baby's blood, artificially induced method of respiration, rushed the child, from one basin to the next, for fifteen minutes.
- last resort, rubbed the child with a rough towel, crushing and releasing the little chest with both his hands, trying to get breath into that limp body, miraculously, the tiny chest began heaving and they heard the child's cry. He had saved two lives and was eternally relieved at having 'done something real at last.'

**7 (ii). The narrator in the travelogue 'Silk Road', realized that the snow was both dangerous as well as beautiful. Justify.**

**Value Points**

- Tsetan on his way surveyed the snow, not deep, but car could turn over.
- cover the risk, flung handfuls of dirt across the frozen surface, snow was spread with soil, they drove without difficulty.
- stopped at another blockage, this time decided to drive round the snow.
- the risks did not undermine the scenic beauty of the place. In the valley, they saw snow-capped mountains and the river was wide but mostly blocked with ice that was sparkling in the sunshine.
- turns became sharper and the ride bumpier, rocks around were covered with patches of bright orange lichen. Under the rocks, seemed unending shade.