

**SAMPLE QUESTION PAPER-2**  
**CREATIVE WRITING**  
**CLASS - XII**

Task type	Question	Task objective	Testing objective	Marks
<b>Section A</b> <b>Reading</b>	1 Passage A 1. VSA 2. VSA 3. VSA	Extracting information	Comprehension	3
		inferential	interpretation	2
		vocabulary	Vocabulary usage in context	2
	2 Passage B 1. VSA 2. VSA 3. VSA 4. VSA	inference	Making personal responses	2
		character	Understanding character	2
		Interpretation	Analytical thinking	2
		Vocabulary	Contextual usage	1
	3 Passage C 1. VSA 2. VSA 3. VSA	Understanding central idea	Overall understanding of the poem	2
		appreciation	Understanding usage of diction and syntax	2
		Reference to context	Understanding	2
<b>Section B</b> <b>Creative Writing</b>	4 LA 5 LA	Personal writing	Ability to write coherently in an appropriate style	6
		Feature/review	Ability to write coherently in the appropriate style	6

Task type	Question	Task objective	Testing objective	Marks
<b>6</b>	LA	Trigger off a thinking process	Ability to create/originality of ideas	8
<b>Section B</b>				
Translation				
<b>7</b>	guided translation			4
<b>8</b>	open translation of prose piece			8
<b>9</b>	open translation of a poem			8
<b>Section C</b>				
<b>10</b>	SA	Local comprehension	Understanding of selected items	3
	SA	Local comprehension	Understanding of selected items	3
	SA	inferential	Forming opinions on known areas	3
	SA	extrapolation	Ability to use textual material in different contexts	3
<b>11</b>	LA	Global comprehension OR	To have an overall idea of the material and use them to substantiate view points.	8
	LA	Global comprehension		8

**SAMPLE QUESTION PAPER-2**  
**CREATIVE WRITING AND TRANSLATION STUDIES**  
**CLASS - XII**

Time allotted : 3 hours

Max Marks : 80

No.	Questions	Marks
	<b>SECTION - A</b>	<b>20</b>
<b>Q1.</b>	<p><b>Passage A</b>  <b>Read the Passage given below and answer the questions that follow :</b></p> <p>(1) Studies have disclosed that fact the 80 percent of mothers cradle their infants in their left arms, holding them against the left side of their bodies. If asked to explain the significance of this preference most people reply that it is obviously the result of predominance of right-handedness in the population. By holding the babies on their left arms, the mothers keep their dominant arm free for manipulations. But a detailed analysis shows that this is not the case. It emerges that 83 percent of right handed mothers hold the baby on the left side, but then so do 78 percent of left-handed mothers. In other words, only 22 percent of the left-handed mothers have their dominant hands free for action. Clearly there must be some other, less obvious explanation.</p> <p>(2) The only other clue comes from the fact that the heart is on the left side of the mother's body. Could it be that the sound of her heart-beat is the vital force? It was argued that perhaps during its existence inside the body of the mother, the growing embryo becomes fixated on the sound of the heart-beat. If this is so, then the re-discovery of this familiar sound after birth might have a calming effect on the infant, especially as it has just been thrust into a strange and frighteningly new world outside. If this is so then the mother, either instinctively or by an unconscious series of trials and errors, would soon arrive at the discovery that her baby is more at peace if held on the left, against her heart, than on the right.</p> <p>(3) This may sound far-fetched, it is nevertheless the true explanation. Groups of new-born babies in a hospital nursery were exposed for a considerable time to the recorded sound of a heart-beat at a standard rate of 72 beats per minute. There were nine babies in each group and it was found that one or more of them was crying for 60 percent of the time when the sound was not switched on, but that this figure fell to only 38 percent when the heart-beat recording was thumping away.</p>	<p><b>7</b></p>

No.	Questions	Marks				
	<p>The heart-beat groups also showed a greater weight gain than the others, although the amount of food taken was the same in both cases. Clearly the beatless groups were burning up a lot more energy as a result of the vigorous action of crying.</p> <p>Another test was done with slightly older infants at bedtime. In some groups the room was silent, in others recorded lullabies were played. In still others the heart beat recording itself was played. It was then checked to see which groups fell asleep more quickly. The heart-beat group dropped off in half the time it took for the other groups. This clinches the idea that sound of the heart beating is a powerfully calming stimulus.</p> <p>So it seems fairly certain that this is the explanation of the mother's left-side approach to baby-holding.</p>					
a)	<p>Tick the correct answer :</p> <p>80% mother's cradle their infants in their left arm :</p> <p>i) as a result of predominance of right handedness in the population.</p> <p>ii) it keeps the mother's dominant arm free.</p> <p>iii) the mother's heart beat has a calming effect on the child.</p> <p>iv) None of the above.</p>	1				
b)	<p>Complete the following sentences based on your reading of the passage :</p> <p>One of the suggested hypothesis in the passage is that the heartbeat is the vital force and the embryo _____ and for the infant _____.</p>	1				
c)	<p>Experimental data : Complete the tables given below based on your reading of the passage.</p> <p>Exposure to recorded sound on slightly newly infants :</p> <table border="1" data-bbox="210 1783 1362 1948"> <thead> <tr> <th data-bbox="210 1783 785 1845">Crying rate when sound was on</th> <th data-bbox="785 1783 1362 1845">Crying rate when sound was off</th> </tr> </thead> <tbody> <tr> <td data-bbox="210 1845 785 1948">38% were crying</td> <td data-bbox="785 1845 1362 1948"></td> </tr> </tbody> </table>	Crying rate when sound was on	Crying rate when sound was off	38% were crying		4
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<p><b>Q2. Passage B</b></p>	<p><b>Read the passage given below and answer the question that follow :</b></p> <p>(1) “Don’t talk with your mouth full.”</p> <p>(2) “I haven’t got my mouth full.”</p> <p>(3) “You are still talking with your mouth full. Stop it!”</p> <p>(4) “I haven’t got my mouth full” the boy said distinctly. He opened his mouth wide so that I could observe the pink interior of the empty cavity.</p> <p>(5) “You had it full when I spoke to you.” I said. He knows it. I look at the lanky kid sitting across the table from me, clicking his teeth with his fork and laughing at me secretly, and I know he has won again. True, I could use brute force and send him off to his room, but the use of violence would only prove that I’d lost.</p> <p>(6) Do you know what is happening? It’s Young Bull trying to take over, and the Old Bull hanging on for dear life.</p> <p>(7) Take an example, my razor, Now, to me my razor is the symbol of my masculine maturity. It sets me apart from the rest on my family. So when the Young Bull wanted to use my razor, it cut me to the quick.</p> <p>(8) He doesn’t need to shave. There is only the faintest shadow on his upper lip, but the way he waters it and croons to it you would think he was growing prize petunias. One day he darkened those sparse hairs with his mother’s eyebrow pencil and asked to use my razor. I gave him a reasoned answer; Certainly not, I suppose it was inevitable that the Young Bull should take this as an-affront-and of course, he used the razor.</p> <p>(9) He got push-button lather all over bathroom because he had the can’s spout pointing in the wrong direction. He used two new blades to cut his straggly garden of</p>					

No.	Questions	Marks
	<p>limp whiskers and he left the basin full of soapy water, the floor littered with sopping towels.</p> <p>(10) To keep the boy clean and properly dressed and help him with his homework is a problem but his worst problem is his cleanliness. Did I mention that his feet look as if he's been paddling round in river mud? Well, a few days ago he developed a minor skin rash. "Wash!" commanded his mother. "What you need is soap and water!"</p> <p>(11) He went away and yesterday he said to his mother, "Remember that sore I had? It's gone."</p> <p>(12) "See?" - she said triumphantly. "Soap and water!"</p> <p>(13) "I didn't use any," he said, "I didn't wash at all."</p> <p>(14) He also competes more violently than before with his brother and sister. In his endless search for attention, he enjoys causing chaos where there is peace.</p> <p>(15) Well, it sounds terrible, doesn't it? A boy who fights all the time, tortures the younger ones, never has a bath-isn't very lovable. Right?</p> <p>(16) Wrong! That's the funny part of it. I mean if he were anybody else's son, I wouldn't want him around. But this one is welcome to stay.</p> <p>(17) He's all mixed up and full of conflicts. He can't resolve because he doesn't really know what they are. And he's irritable and far too talkative - but most of all, really rather lovable. He's a 'between-ager'. Not a boy any more. Not a yet a man. Just a something in between.</p>	
	<p><b>Answer the following questions :</b></p> <p>a) Write two characteristics of the boy that seem endearing to you.</p> <ul style="list-style-type: none"> <li>• _____ .</li> <li>• _____ .</li> </ul>	1
	<p>b) "The young bull trying to take over and the old bull hanging on for dear life." Why does the author say this?</p>	2

No.	Questions	Marks
c)	Complete this sentence _____ seems to be the boy's worst problem because _____ _____	2
d)	i) Find the word in the passage that means the same as 'dilemma'. (para 12) ii) What is likened to <b>prized petunias</b> in the passage?	1 1
<b>Q3. Passage C</b>	Read the poem and answer the questions that follow : <p style="text-align: center;"><b>Love Thine Enemy</b> <b>(September 22, 1915)</b></p> <p>1      <i>Love thine enemy, heart of mine, oh!</i> <i>Love thine enemy.</i></p> <p>2      <i>Hast thou not seen the shining flame</i> <i>Amidst the darkening smoke?</i> <i>In foeman's soul lives Krishna, whom</i> <i>As Love the wise invoke.</i></p> <p>3      <i>oft we have preached to men that God</i> <i>In all that is doth shine.</i> <i>Why, then, my heart, 'tis God that stands</i> <i>Arrayed as foemen's line.</i></p> <p>4      <i>Dost know that limpid pearls are found</i> <i>within the oyster vile?</i> <i>Hast seen on dunghill, too, sometimes</i> <i>The starry blossom smile?</i>  <i>The heart that fans its wrath, shall it</i> <i>The inner peach possess?</i></p> <p>5      <i>The honey poison-mixed, shall it</i> <i>Be wholesome nevertheless?</i></p>	6

No.	Questions	Marks
6	<p><i>Shall we who strive for Life and Growth, Lend thought to Sad Decay? 'Thine evil thoughts recoil on thee', So do the wise ones say.</i></p>	
7	<p><i>When Arjun fought, 'twas Krishna whom He faced, disguised as foes; 'Twas Krishna, too, that drove his car In charioteering pose.</i></p>	
8	<p>Strike not the tiger threatening thee, But love it, straight and true; The mother of all hath donned that grab, Salute her there, there, too.</p>	
9	<p>Love thine enemy, heart of mine, oh! Love thine enemy.</p>	
<i>Subramanya Bharathi</i>		
a)	<p>What tone does the poet use as he urges the reader to love his enemy? Tick the correct answer.</p> <p>(i) Ordering</p> <p>(ii) Persuasive</p> <p>(iii) Angry</p>	1
b)	<p><i>Hast thou not seen the shining flame amidst the darkening smoke?</i></p> <p>In the line above the poet uses contrasting imagery. Choose the two contrasting expressions in the above line.</p>	1
c)	<p><b>Complete the following sentences :</b></p> <p>i. The oyster vile has within it _____.</p> <p>ii. A starry blossom is seen on _____.</p>	1
d)	<p>What according to the poet was Arjun's view of his foe and his charioteer?</p>	1
e)	<p>The rhyming words in the poem set the rhythmic movement of the poem. Find four such pairs of rhyming words.</p>	2

No.	Questions	Marks
<b>Section B</b>		
<b>Q4.</b>	<p>You have just spent a weekend at a village. You closely interacted with the villagers and were moved by their plight. Make a diary entry of your impressions about your stay in the village in 200 words.</p> <p>You noticed these things :</p> <ul style="list-style-type: none"> <li>• No drinking water, women travel long distances for a potful of water.</li> <li>• There is an elementary school - but no facilities.</li> <li>• Children bright and eager to learn.</li> <li>• Men very lazy and prone to drinking.</li> <li>• No medical facilities.</li> </ul>	6
<b>Q5.</b>	<p>You are Prakriti / Prakash, a journalist covering films for a new magazine. You interviewed a young film maker who has just won a award for his documentary on the tribals of Andman and Nicobar islands. These are some notes that you made. Based on these notes write out the interview.</p> <ul style="list-style-type: none"> <li>• personal details of the film maker - education, family, hobbies.</li> <li>• professional training.</li> <li>• films she has made - exciting moments, fears and tensions faced.</li> <li>• details of the award winning film.</li> <li>• future plans.</li> </ul>	6
<b>Q6.</b>	<p>Read about this strange happening one March morning. Also read how the events of a week concluded. Imagine what happened in the world during this week and write the details.</p> <p>At exactly 9.38 pm on the first Monday in March 2012 the strange and majestic voice was first heard over the air waves. Just why that day and hour were chosen nobody can say. In any event, the immediate reaction was disbelief. People could not believe their own ears.</p> <p>Tariq Ratna was listening to FM Radio while walking in the park. Suddenly the programme faded out and the voice, deep, gentle, benevolent but firm said: "This is</p>	8

No.	Questions	Marks
	<p>God, I am sorry I must interrupt you. A plan of creation ought by rights to go forward under its own rules, but you, dear children of Sun's third planet, are so near destroying yourselves, I must step in I shall spend this week with you.</p> <hr/> <hr/> <hr/> <p>Across the world the radios hummed. Then there came a silence and the beautiful voice. It said:</p> <p>"Now I shall take my leave. Live, dear children and leave for Heaven's sake, listen to your soul; do as it bids you. Good bye!"</p> <p>On the seventh day, we presume, he rested.</p> <p>Given below is an except from a translation of a story. Read the original in Hindi (also given below) and complete the passage.</p> <p>काबुली रवीन्द्रनाथ ठाकुर</p> <p>मेरा घर सड़क के किनारे है। एक दिन मिनी मेरे कमरे में खेल रही थी। अचानक वह खेल छोड़कर खिड़की के पास दौड़ती गई और बड़े ज़ोर से चिल्लाने लगी, "काबुलीवाले, ओ काबुलीवाले!"</p> <p>कँधे पर मेवों की झोली लटकाए, हाथ में अँगूर की पिटारी लिए एक लंबा सा काबुली धीमी चाल से सड़क पर जा रहा था। जैसे ही वह मकान की ओर आने लगा, मिनी जान लेकर भीतर भाग गई। उसे पकड़ ने ले जाए। उसके मन में यह बात बैठ गई थी कि काबुलीवाले की झोली के अंदर तलाश करने पर उस जैसे और भी दो-चार बच्चे मिल सकते हैं।</p> <p>काबुली ने मुस्कराते हुए मुझे सलाम किया। मैंने उससे कुछ सौदा खरीदा। फिर वह बोला, "बाबू साहब, आप की लड़की कहाँ गई?"</p> <p>मैंने मिनी के मन से डर दूर करने के लिए उसे बुलवा लिया। काबुली ने झोली से किशमिश और बादाम निकालकर मिनी को देना चाहा पर उसने कुछ न लिया। डरकर वह मेरे घुटनों से चिपट गई। काबुली से उसका पहला परिचय इस तरह हुआ।</p> <p>My home is near the road. One day Mini was playing in the room. Suddenly _____ a) .</p> <p>A bag of dry fruits on his shoulder, a box of the grapes in his hands, a tall Kabuli</p>	4

No.	Questions	Marks
	<p>was slowly walking down on the road.</p> <p>Just as he started coming towards the house Mini ran inside. She was scared that he will catch her. She _____ b) will find two three more children like her in it. Kabuli smiled and greeted me. I bought some stuff from him then he _____ c) ?” I called Mini to remove her fear. Kabuli tried to give raisins and almonds from his bag but she didn't take anything. She _____ d). This is how she got introduced to Kabuli for the first time.</p> <p><b>Q8. Translate the passage given below to English ;</b></p> <p>अल्बर्ट आइन्स्टाइन का जन्म 14 मार्च 1879 को जर्मनी के उल्म नामक कस्बे में हुआ। पिता हरमन आइन्स्टाइन छोटा-मोटा कारोबार करते थे। माँ पाउलीन घर संभालती थी। वे एक दक्ष संगीतज्ञ और प्रतिभा-सम्पन्न वायलिन-वादिका थीं। यह मधवर्गीय यहूदी उदार विचारों वाला था और धर्म-कर्म से दूर ही रहता था। पढ़ने लिखने और कला-संस्कृति का ज़ोर था। पिता हरतमन साहित्य के शौकीन थे और हर शाम 'शिलर' और 'हाइन' पढ़कर परिवार का सुनाया करते थे। अल्बर्ट और छोटी बहन माजा की संगीत-शिक्षा माँ पाउली ने छोटी उम्र में ही शुरू कर दी थी। औपचारिक और स्कूली शिक्षा आइन्स्टाइन पर भारी थी। वे ठीक-ठाक विद्यार्थी थे और गणित तथा विज्ञान में अच्छा करते थे, लेकिन उनके शिक्षक उनसे कभी प्रसन्न नहीं रहे।</p> <p>स्कूल और कालेजों से आइन्स्टाइन ने कुछ ज्यादा नहीं सीखा। खुद-पढ़ना और खुद-सीखना उनके लिए शिक्षा के यही प्रमुख साधन थे।</p> <p><b>Q9. Translate the given Hindi poem into English.</b></p> <p>पक्षी और बादल,  ये भगवान के डाकिए हैं  जो एक महादेश से  दूसरें महादेश को जाते हैं।</p> <p>हम तो समझ नहीं पतो हैं  मगर उनकी लाई चिट्ठियाँ  पेड़, पौधे, पानी और बाँचते हैं।</p> <p>हम तो केवल यह आँकते हैं  कि एक देश की धरती  दूसरे देश को सुगंध भेजती हैं।</p>	8

No.	Questions	Marks
Q10.	<p>पक्षियों की पाँखों पर तिरता है। और एक देश का भाग दूसरे देश में पानी बनकर गिरता है।</p>	
	<b>Section C</b>	
	<p>a) The short story is basically a narrative about imaginary events which happen to imaginary people or characters of the story. In most stories, the events lead to a crisis that usually gets resolved at the end. The resolution may or may not be a happy one. What a short note on the key elements of a short story?</p>	3
	<p>b) A professional journalist or a freelancer writing for a newspaper or a magazine, has to understand the basic differences between the newspaper article and the magazine article.</p> <p>Based on your study what is the basic difference between article and a magazine article?</p>	3
	<p>c) Write a note on</p> <p>(i) Hard news in Newspaper publishing. (ii) The constituents of Plot in a short story. (iii) Music in a play. (Melos)</p>	3
Q11.	<p>d) Write a brief note on the features of non fictional prose.</p> <p><b>Answer any one of the following questions in about 200 words.</b></p> <p><b>Slow Dance By David L. Weatherford</b></p> <p>Have you ever watched kids on a merry-go-round Or listened to the rain slapping on the ground?</p> <p>Ever followed a butterfly's erratic flight Or gazed at the sun into the fading night?</p> <p>Do you run through each day on the fly When you ask "How are you?" do you hear the reply?</p>	8

No.	Questions	Marks
	<p>When the day is done, do you lie in you bed With the next hundred chores running through you head?</p> <p>You better slow down Don't dance so fast Time is short Time music won't last</p> <p>Ever told your child, We'll do it tomorrow And in you haste, not see his sorrow?</p> <p>Ever lost touch, Let a good friendship die 'Cause you never had time to call and say "Hi"?</p> <p>When you run so fast to get somewhere You miss half the fun of getting there.</p> <p>Life is not a race. Do take it slower Hear the music Before the song is over.</p> <p><b>Identify the sensory / visual / metaphorical images woven by the poet in the poem. Write how the poet uses the Global imagery of Slow dance to drive home the message.</b></p> <p style="text-align: center;"><b>Or</b></p> <p><b>Write a detailed analysis of the features of Radio Play.</b></p>	8

**MARKING SCHEME**  
**CREATIVE WRITING AND TRANSLATION STUDIES**

No.	Questions	Marks				
	<b>Section A</b>					
	<b>Reading Comprehension</b>					
<b>Q1</b>	<b>Passage A</b>					
<b>a)</b>	<b>Testing objective :</b> to comprehend and interpret the text  <b>Marking – 1 mark</b>  (iii)					
<b>b)</b>	<b>Testing objective :</b> to comprehend and interpret the text  <b>Marking – ½ mark for each point</b>  - becomes fixated on the sound of the heart beat  - this familiar sound after birth ,has a calming effect on the infant.					
<b>c)</b>	<b>Testing objective :</b> to comprehend and interpret the text  <b>Marking - 1 mark for each point</b>  Exposure to recorded sound on slightly newly infants :					
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Took a long time to sleep	Slept in half the amount of time in comparison to the other group.					
<b>d)</b>	<b>Testing objective:</b> to deduce the meaning of the unfamiliar lexical item and write a sentence using it.  <b>Marking – 1 mark for a grammatically correct and meaningful sentence.</b>					
<b>Q2.</b>	<b>Passage B</b>					

No.	Questions	Marks
a)	<p><b>Testing Objective :</b> to be able to interpret and understand character.</p> <p><b>Marking –</b> 1/2 mark for each point.</p> <ul style="list-style-type: none"> <li>• _____He is so mixed up ( OR examples from the text) _____</li> <li>• _____He can't resolve his conflicts.( all other relevant answers to be accepted)_____.</li> </ul>	
b)	<p><b>Testing objective:</b> to be able to interpret the text</p> <p><b>Marking :</b>1 mark for each point.</p> <ul style="list-style-type: none"> <li>• The younger boy is trying to prove his superiority and being young is able to pull off his pranks.</li> <li>• Though the mother and the father are older and right in their suggestions they lose the argument as the young boy tries to prove his superiority through his childish games.</li> </ul>	
c)	<p><b>Testing objective:</b> to comprehend and interpret the text</p> <p>marking – 1 mark for each blank</p> <ul style="list-style-type: none"> <li>• Cleanliness</li> <li>• He never uses soap and water /Develops skin rashes/ Walks around with muddy feet</li> </ul>	
d)	<p><b>Testing objective:</b> to be able to deduce the meaning of an unfamiliar lexical item</p> <p><b>Marking :</b> 1 mark for each</p> <ul style="list-style-type: none"> <li>i) Conflict</li> <li>ii) The boy's moustache/upperlip</li> </ul>	
Q3.	<p><b>Passage C</b></p>	
a)	<p><b>Testing Objective:</b> to be able to understand the tone of the poem</p> <p><b>Marking :</b> 1mark</p> <ul style="list-style-type: none"> <li>ii)</li> </ul>	

No.	Questions	Marks
b)	<p><b>Testing objective:</b> to be able to understand and appreciate imagery in the poem.</p> <p><b>Marking :</b> 1 mark for the correct images</p> <ul style="list-style-type: none"> <li>- Shining flame</li> <li>- Darkening smoke</li> </ul>	
c)	<p><b>Testing objective:</b> to be able to comprehend the poem</p> <p><b>Marking :</b> ½ mark for each blank</p> <ul style="list-style-type: none"> <li>- limpid pearl</li> <li>- on a dunghill too</li> </ul>	
d)	<p><b>Testing objective:</b> to be able to interpret the text.</p> <p><b>Marking :</b> 1 mark</p> <ul style="list-style-type: none"> <li>- In both Arjun saw Lord Krishna.</li> </ul>	
e)	<p><b>Testing objective:</b> to be able to comprehend the the rhythmic movement in the poem.</p> <p><b>Marking :</b> ½ mark for each pair.</p> <ol style="list-style-type: none"> <li>1. Shine/line</li> <li>2. Vile/smile</li> <li>3. Possess/nevertheless</li> <li>4. Decay/say</li> </ol>	
4.	<p><b>Testing objective:</b> to develop a composition of personal writing - a diary entry using appropriate style.</p> <p><b>Marking :</b> Content - 3</p> <p style="padding-left: 40px;">Expression - 3</p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• All the points given in the question should be covered.</li> </ul>	

No.	Questions	Marks
	<ul style="list-style-type: none"> <li>• Style &amp; presentation should be appropriate for a diary entry -</li> <li>• a combination of factual events and emotional responses to the events.</li> <li>• use of informal, first person narrative.</li> <li>• Date and time of writing.</li> </ul>	
5.	<p><b>Testing Objective :</b> To develop an interview on the basis of the given verbal input</p> <p><b>Marking :</b> Content - 3 Expression - 3</p> <p><b>Content :</b></p> <ul style="list-style-type: none"> <li>• Should include all the notes given.</li> <li>• Questions to be framed thoughtfully to elicit answers.</li> </ul>	
6.	<p><b>Testing Objective :</b> To develop the given opening of the description of a series of events into a descriptive piece.</p> <p><b>Marketing :</b> Format - 2 Content - 5 Expression - 3</p> <p><b>Format :</b> Logical Construction of the series of events.</p> <p><b>Contents :</b> Events described should coherently fit into the beginning and the conclusion.</p> <p>Translation:</p>	
7.	<p><b>Testing Objective:</b> To be able to complete a piece of translated text based on the original text.</p> <p><b>Marking :</b> 1 mark for each blank</p> <p>- she left her play , went to the window ,and started shouting “kabuliwale kabuliwale “.</p>	

No.	Questions	Marks
8.	<p>- Was very sure that if we searched kabuli's bag we definitely</p> <p>- said ,”sir, where has your girl gone ?’</p> <p>- tucked herself around my knees ,scared.</p> <p><b>Testing Objectives:</b> to comprehend a text in the source language and recreate it in the target language in terms of linguistic and cultural conventions</p> <p><b>Marking :</b> Content – 4</p> <p style="padding-left: 40px;">Fluency-2</p> <p style="padding-left: 40px;">Accuracy – 2</p> <p>- no sentences should be omitted .</p> <p>- phrases which are typical in the source language should be translated as close to its meaning as possible.</p> <p>Albert Einstein was born in a small town of Ulm ,in Germany. His father Herman Einstein was a small time businessman and his mother Pauline took care of the home .She was a trained musician and a gifted violin player .Theirs was a middle class Jewish family with liberal views ,and kept away from religious rituals. Importance was given to academics, art and culture. His Father Herman was fond of reading and every evening read out Shilar and Hien to his family. The music lessons for Albert and his younger sister Maza were taken under the guidance of their mother Pauline and started at a very young age .The formal education was difficult for Albert, he was an average student but did well in science and maths . But his teachers, were never very happy with him .Albert never actually learned anything much from schools and colleges ,his source of learning were mainly self reading and his own thinking.</p>	
9.	<p><b>Testing objectives:</b> To comprehend a text in the source language and recreate it in the target language in terms of linguistic and cultural conventions.</p> <p><b>Marking :</b> Content -4</p> <p style="padding-left: 40px;">Fluency -2</p> <p style="padding-left: 40px;">Accuracy -2</p>	

No.	Questions	Marks
10.	<p>Overall impression of the poem in the target language should reflect the mood of the poem in the source language.</p> <p>birds and clouds these are God's postmen who go from one continent to another continent. we don't understand but the letters they bring are read by the trees, plants, water and mountains. we only guess that one country's land sends fragrance to another country. and that fragrance floating in the air lands on the wings on the birds and one country's steam falls as water in some other country</p> <p style="text-align: center;"><b>Section C</b></p> <p><b>a) Testing Objective:</b> understanding of the text. <b>Marking :</b> 1 mark for each point. <b>Value Points :</b> any 3 Character/setting/incident/beginning/mood/point of view/sequence of events/ climax / ending (resolution) / theme / source of conflict/nature of conflict/</p> <p><b>b) Testing Objective :</b> understanding of the text. <b>Marking :</b> 1 mark for each point.</p> <ul style="list-style-type: none"> <li>• Newspaper article – hard news(breaking news, immediacy factor, based on facts</li> </ul>	

No.	Questions	Marks
11.	<p>Magazine article – soft news(feature articles, profiles of excellence, discursive in nature, not constrained by the immediacy factor, factual events in a summarized form, opinion of the writer)</p> <p><b>c) Testing Objective:</b> understanding of the text.</p> <p><b>Marking :</b> 1 mark for each point</p> <p>a) Hard news in Newspaper publishing.</p> <ul style="list-style-type: none"> <li>• Breaking news and immediacy factor in terms of time and interest,</li> </ul> <p>b) The constituents of Plot in a short story .</p> <ul style="list-style-type: none"> <li>• Source of conflict/nature of conflict/climax/resolution</li> </ul> <p>c) music in a play.(Melos)</p> <ul style="list-style-type: none"> <li>• how the chorus/chants/dance rhythms help elaborate the characterization.</li> </ul> <p><b>d) Testing Objective:</b> understanding of the text.</p> <p><b>Marking :</b> 1 mark for each point</p> <ul style="list-style-type: none"> <li>• Representation of a subject that is presented as a fact.</li> <li>• Direct provision of facts ,need not always be a written texts films or pictures too may present these factual accounts.</li> <li>• Simplicity, clarity and directness.</li> </ul> <p><b>Testing Objective:</b> Ability to write on open ended essay topics, in a coherent manner using appropriate style.</p> <p><b>Marking :</b> Content -5 Expression -3</p> <p>Value points and key words and expressions:</p> <ul style="list-style-type: none"> <li>• sensory: watched kids, listened to the rain, slapping on the ground, gazed at the sun,</li> <li>• Visual:butterfly’s erratic flight, better slow down,</li> <li>• Metaphorical: run through each day on the fly,</li> </ul>	

No.	Questions	Marks
1.	<p>Global imagery : To slow down is the predominant theme of the poem.</p> <p>Stanza 1 : the poet asks the reader if he has ever watched the simple everyday happenings around him like kids playing on a merry go round or falling of the rain.</p> <p>Stanza 2/3 the poet asks if he has heard and observed nature in its beauty around him or does he go through the day without even waiting to hear the reply to his 'How are you?'</p> <p>Stanza 4/5/6: The poet uses the imagery of to slow down to drive home the point that life is short . Cherish your relationships/enjoy the happy moments and do not just run through life as if it was a chore.</p> <p>Stanza: 7/8/9. The poet uses everyday occurrences like</p> <p>Did you in your hurry tell your child we will do this tomorrow and did not even notice the sorrow on his face?</p> <p>Did your friendships die because you did not even have time to say "Hi"</p> <p>The poet now gradually closes on the global imagery saying if this is how your life has been ,it is now time to slow down .Slow dance as the title suggests is to slow down the dance of life and enjoy the smaller pleasures which you neglected in your hurry.</p> <p>OR</p> <p>Write a detailed analysis of the features of a Radio Play .</p> <p>Value points:</p> <ul style="list-style-type: none"> <li>• It is an audio story telling radio broadcast.</li> <li>• No visual component.</li> <li>• Depends on dialogue, music and sound effects.</li> <li>• It has no scenes. It is one long situation.</li> <li>• Characters have to be referred by names and too many characters can confuse the listener.</li> <li>• Stage directions for the director's benefit should be avoided , instead they should be incorporated in the dialogue.</li> </ul>	

No.	Questions	Marks
	<ul style="list-style-type: none"><li>• Judicious usage of sound effects.</li><li>• gestures , responses of characters, visual effects should be completely through sounds or dialogues.</li><li>• Hard breathing, pounding of fists, rocking of a chair are some ways to use sounds to represent responses in a radioplay. All similar such sound expressions by learners are acceptable .</li></ul>	