

**SAMPLE QUESTION PAPER**

**Part I**  
**ENGLISH**

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**Class - XI**



**Government of Kerala**  
**Department of Education**

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**Prepared by**  
**State Council of Educational Research and Training (SCERT), Kerala**

**2014**

# GUIDELINES FOR THE PREPARATION OF QUESTION PAPER FOR HIGHER SECONDARY EDUCATION - 2014

## Introduction

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

### I. Preparatory stage

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject (See appendix).
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education - 2014.

### II Nature of questions

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.

- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

### **III. Question paper setting**

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.
- the highest score that can be given to a question in the question paper is limited to 10% of the total score.

- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

#### IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

#### THINKING SKILLS

Category/ processes	Alternative terms
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)

2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

*Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.*

### Instructions to Question paper setters

- 60% weight should be given to thinking skills for conceptual attainment and 40% for conceptual generation.
- 15 to 20% weigh of the total score must be given to objective type questions and 20 – 35% weight to essay type questions.
- The highest score that can be given to a question is limited to 10 % of the total score (ie 8 marks)
- 10 to 15 % weight must be given to grammar.
- Language elements (grammar, vocabulary), relevant information from texts, points of argument, etc. could be considered for objective type.
- Reading time, thinking time and writing time should be considered for each question in the question paper.
- All the questions should be based on the concept / theme suggested in the course book.
- Unfamiliar passage / poem also should be based on the suggested themes / concepts.
- Unfamiliar poem should be included for testing appreciation skills of the learner.
- The length of the unfamiliar passage should not exceed 250 words and the unfamiliar poem 20 lines.
- Question for comparing two poems should not be included in the plus one question paper.
- Questions for writing lower level discourses such as diary, advertisement, poster and wall notice should not be included in the terminal question papers
- Choice should be given for higher level questions (maximum 15 to 20 % of total score)

### WEIGHT TO CONTENT

No.	Name of the Unit	Score	Percentage
1	Glimpses of Greatness	20	25
2	Words and Deeds	14	17.5
3	Beyond the Horizon	14	17.5
4	Braving the Hazards	12	15
5	Harmony of Life	14	17.5
6	Leaps and Bounds	6	7.5
	<b>Total</b>	<b>80</b>	<b>100</b>

Reg. No:

**Higher Secondary Education**  
**ENGLISH**  
**Sample Question Paper -I**

**Maximum : 80 Scores**

**Time: 2½ hrs**

**General Instructions to candidates:**

- There is a 'cool off time' of 15 minutes in addition to the writing time of 2½ hours.
- Use the 'cool off time' to get familiar with the questions and to plan your answers.
- You are not allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Attempt all questions.
- Internal choices are allowed for question nos. 18 and 21.
- You need not copy down any question.

**(Qns. 1-3) Read the following excerpt from the story 'His First Flight' and answer the questions that follow.**

Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward.

1. Whose mother is referred to in the excerpt? (1)
2. What is the implied meaning of the first sentence? (2)
3. Write a note on the role of parents towards the well being of their children. (3)
4. Imagine that you are the curator (a person in charge) of a renowned Museum of Arts, visited by thousands of tourists every year. Prepare an introductory speech to welcome the tourists to the museum. (3)
5. **Fill in the following passage choosing the right word given in the box.**

unfortunately, therefore, but, so

Frank and Isobel Hawking, Stephen's parents, were not wealthy, (a) ..... they believed in the value of education. (b) ..... they planned for Stephen to go to Westminster, a famous public school in the heart of London. (c) ..... Stephen was ill at the time of the scholarship examination for Westminster. (d) ....., he attended the local Saint Alban's School. (4x1)

6. Your class has to conduct a debate on the topic 'Internet – a menace to the society'. Prepare four arguments in favour of the topic. (4x1)

**(Qns. 7-11) Read the following passage and answer the questions that follow.**

Nobody becomes a champion unexpectedly. Success and fame are only the final points of a long challenge. The world of sports is replete with stories of champions who saw themselves

not as what they were but as what they could become. They are the soul and spirit of the world of sports.

Wilma Rudolph put Black Women on the world map of athletics. Born prematurely, she weighed only 2.04 kg at birth. Her health did not improve. To make it worse, she had an attack of polio, double pneumonia and scarlet fever, at the age of four. She lost the use of her left leg. She was in bed for two years. First, she walked with supports. Then, her supports gave way to orthopedic shoes. Thus her leg gathered strength after strength. Next she could play basket ball without her orthopedic shoes. This gained her a place in the school team. Soon, she found a place in the American squad for the 1956 Olympics. She could win only a bronze as a member of the 4 x 100 metres relay team. But, in 1960, she became a superstar winning two gold medals for USA. Thus, Wilma Rudolph has proved that nothing can stop her strong will.

**Choose the right option for the following:**

7. The word 'replete' means -  
a. full of  
b. filled  
c. complete  
d. none of these (1)
8. The word 'prematurely' means -  
a. at the right time  
b. before the usual time  
c. after the usual time  
d. none of these (1)

**Read the above passage again and answer the following questions.**

9. What were the adversities Wilma Rudolph faced in her childhood? (2)
10. How did Wilma become famous? (2)
11. 'Where there is a will, there is a way'. Is this statement true in the case of Wilma Rudolph? Establish your answer in a few sentences. (Word limit: 40-50 words). (4)
12. A group of 'Save Nature, Save Lives' movement members visits your school. They like to visit a few tourist destinations in your district.

**Prepare a short write-up about one or two famous tourist centres in your district.**

(Hints : name - location - major attractions - how to reach there, etc.) (4)

**(Qns. 13-14) The following lines are taken from the poem 'Death the Leveller'. Read the lines and answer the questions that follow.**

THE glories of our blood and state  
Are shadows, not substantial things;  
There is no armour against fate;

13. What does the word 'blood' mean here? (1)



14. Elaborate the idea in the above lines. (3)

15. **One of the passengers in the balloon 'Le Horla' was interviewed by a Belgian reporter. The following are some of the responses made by the passenger. Read the responses and prepare the likely questions.**

Reporter : How was your experience during the balloon journey?

Passenger : Wonderful! I enjoyed it very much. The view from the balloon was fantastic.

Reporter : (1) .....

Passenger : It was my first experience. So, I was tensed at the beginning, but as it flew up I became excited.

Reporter : (2) .....

Passenger : Yes, definitely the view was superb; it was dark on the earth and we were in the light.

Reporter : (3) .....

Passenger : The captain was very efficient and friendly. At the time of the emergency landing he gave us necessary directions to ensure our safety. (3x1)

16. **Complete the following report using the correct form of the verbs given in brackets. (You need not rewrite the given sentences.)**

A seminar on 'Increasing Road Accidents' (a) ..... (hold) at JBN Hall yesterday, at 2 pm. About 200 students (b) ..... (turn out) to attend the seminar. Kumari Suja, the School Leader, (c) ..... (be) the moderator. Three papers (d) ..... (present) in the seminar. (4x1)

17. In the story 'The Serang of Ranaganji', Hasan says: 'What use is money Doctor Sahib, to one who has all he needs? I am well enough the way I am.' Do you agree with Hasan in his attitude towards money? Justify your answer in a paragraph. (4)

18. 'If you could bring yourself to tell mother only once, after looking into the crystal, that Frank is all right, that he is alive - will it be too much of a lie? Will it be very, very wrong?' As she spoke, tears streamed from her eyes. (From 'The Price of Flowers')

What trait of Maggie's character is evident here?

**Sketch the character of Maggie in a short paragraph.**

Or

'Please buy flowers with this shilling when you go, and lay them on my brother's grave for me', she said.

Can you find any connection between this sentence and the title of the story?

Write a short paragraph about the significance of the title, 'The Price of Flowers'. (5)

19. Your class is conducting a group discussion on 'The Relevance of Gandhian ideas in the 21st century.' Imagine that you are also participating in it. What would you speak? Prepare a script for your presentation. (Word limit : 50 to 60 words) (5)

20. Nicholai, in the story 'Gooseberries', has plans to buy an estate. He comes across the following advertisement in a newspaper.

<b>ESTATE FOR SALE</b>	
<ul style="list-style-type: none"> <li>• Calm and quiet countryside</li> <li>• 300 acres with a farm house, and park</li> <li>• river nearby</li> </ul>	<p>Expected price: around 3 million rubles - negotiable</p> <p>Contact : Ph.No. ....</p>

Nicholai calls the agent. Write the script of the telephonic conversation between Nicholai and the agent. (4)

21. Imagine that you had a parachute ride over a valley.  
Write a travel essay describing this experience. The essay should include description of the physical features of the area, the practical issues related to the travel, and your experiences and personal impressions. (6)

Or

Narrate Le Horla's take off from the spectator's point of view.

You may begin thus: 'In one second, they fly skyward. Nothing can be heard; they float, rise, fly, and glide!'.....

22. In the essay 'Disasters and Disaster Management in India', you have learnt that constructing buildings according to proper guidelines and using good quality materials can reduce the risk arising from disasters. However, you find people violating the norms laid down by the government for constructing such houses. You decide to write a letter to the editor of a local daily to bring this matter before the authorities and the public. Draft a letter which you would send to the editor. (6)
23. Read the sonnet given below and write a note of appreciation.

### Upon Westminster Bridge

*William Wordsworth*

Earth has not anything to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth like a garment wear

The beauty of the morning: silent, bare,  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields, and to the sky,  
All bright and glittering in the smokeless air.

Never did sun more beautifully steep  
In his first splendour valley, rock, or hill;  
Ne'er saw I, never felt, a calm do deep!

The river glideth at his own sweet will:  
Dear God! the very houses seem asleep;  
And all that mighty heart is lying still!

(8)

(Westminster Bridge : the bridge across the river Thames in London, hath : has, doth : does, dome : round roof, glideth: glides)

### Answer Key/Value points

Qn. No.	Sub Qns	Answer Key/Value points	Score	Total
1		The young seagull's	1	1
2		Relevance of the response Clarity of the idea presented	1 1	2
3		Relevance of the sentences Quoting incidents from the story Grammatical accuracy	1 1 1	3
4		Comprehensiveness of the speech Appropriate language	2 1	3
5		a. but b. so c. unfortunately c. Therefore	1+1+1+1	4
6		For each relevant point	1x4	4
7		a) full of	1	1
8		b) before the usual time	1	1
9		Appropriateness of the response	2	2
10		Appropriateness of the answer	2	2
11		Comprehensiveness of the write up Logical presentation Grammatical accuracy	2 1 1	4
12		Relevance of the content Appropriateness of language elements/expressions	2 2	4
13		Family status/orgin	1	1
14		Relevance and comprehensiveness of the idea presented	3	3
15		Relevance of the questions	1x3	3
16		a. was held b. turned out c. was d. were presented	1 1 1 1	4
17		Sufficient and relevant information presented Logical presentation Appropriateness of language	2 1 1	4
18		a. Relevance of the traits recognised Comprehensiveness of the character sketch Appropriateness of the expressions used Or b. Relevance of the content clarity and brevity quality of language	1 3 1  3 1 1	5

### Answer Key/Value points

Qn.	Sub	Answer Key/Value points	Score	Total
19		Comprehensiveness Logical presentation Appropriateness of the expressions	3 1 1	5
20		Appropriateness of the exchanges Proper communication of ideas Use of appropriate language elements	2 1 1	4
21		Comprehensiveness of the presentation of physical features, experiences, personal impressions, etc. Creativity Appropriateness of the language	4 1 1	6
22		Completeness of the content Organization, lay out and legibility Originality	3 2 1	6
23		Comprehensiveness of the content Relevance of the content (theme, poetic, devices, etc) Originality Neatness and legibility	4 2 1 1	8

Reg. No:

**Higher Secondary Education**  
**ENGLISH**  
**Sample Question Paper -II**

Maximum : 80 Scores

Time: 2½ hrs

**General Instructions to candidates:**

- There is a 'cool off time' of 15 minutes in addition to the writing time of 2½ hours.
- Use the 'cool off time' to get familiar with the questions and to plan your answers.
- You are not allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Attempt all questions.
- Internal choices are allowed for question nos. 18 and 20.
- You need not copy down any question.

1. Here is an advertisement for the 'Walker's Club'.

**Walk to Health**

- Walk for just 30 minutes a day
- Reduce your weight in a month
- Maintain a good body
- Absolutely free of cost

Dos	Don'ts
<ul style="list-style-type: none"><li>• Walk either in the morning or evening</li><li>• Wear comfortable clothing</li><li>• Adjust your speed</li><li>• Swing your hands</li><li>• Walk with friends</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

**Join the Walker's Club**  
Get free tips for a healthy life

In the advertisement, you see that the box for Don'ts has been left blank. Write four points to be included in that box. (4)

(Need not copy the whole advertisement. Write only the points.)

2. Read the newspaper headline given below.

Over use of mobile phone adversely affects the health of youngsters

Do you agree to this? Express your opinion briefly, giving proper reasons. (2)

3. Choose the appropriate words to fill in the following message.

(ever, usually, often, hardly)

(2)

Arrived home at about 8.30.

We ..... go out in the evening. I'm tired.

Call you back tomorrow morning. I'm going to bed.

I ..... go to bed early.

(Qns. 4-6) Read the following excerpt from the story 'Gooseberries' and answer the questions that follow.

It was hard and sour, but I saw a happy man, one whose dearest dream had come true, who had attained his goal in life, who had got what he wanted, and was pleased with his destiny and with himself. In my idea of human life there is always some alloy of sadness, but now at the sight of a happy man I was filled with something like despair.

4. Who is the 'happy man' referred to in the passage? (1)

5. Pick out the words and expressions that reflect the attitude of the speaker. (1)

6. Comment on the idea that human life is always an alloy of sadness. (3)

7. Complete the following dialogue using appropriate forms of the verbs given in brackets.

Leena : Sherin, can't you stop playing on your violin. You're making too much noise.

Sherin : If I (a) ..... (not practise), I won't pass my exam.

Leena : Look at your watch. It's half past ten.

If you (b) ..... (play) it in the day time, I would not hear you.

If you had told me about your course of study, I (c) ..... (not/let) you stay here. (3)

8. Read the following text about a journey to Nepal. Use the correct tense form of the verbs given in brackets.

Nepal is a fascinating country, I have a great deal to learn about it. Everything (a) ..... (be) so different, and I (b) ..... (try) to adapt to the new way of life here. I tried to learn a little bit of the language to make communication easier. Unfortunately, I (c) ..... (not learn) foreign languages quickly. Although I do not understand much, I believe that I will improve gradually. (3)

9. Read the advertisement given below.

**Career Master**

Free career guidance classes for students

- For students of all age groups above 10th standard.
- Personal interaction with experts
- Free aptitude test for Higher Secondary students
- For more details contact us  
email : [careermaster@gmail.com](mailto:careermaster@gmail.com)

Imagine that you are interested in having a personal interaction with the experts and to attempt the aptitude test. Send an email to this institution to fix an appointment for the first Saturday of April. (4)

10. Read the following lines from the poem 'IF' by Rudyard Kipling, where he reminds the reader about the need to socialize with the common people.

'If you can talk with crowds and keep your virtue,  
Or walk with kings - nor lose the common touch;  
If neither foes nor loving friends can hurt you;  
If all men count with you, but none too much;

Explain the message of these lines, in a paragraph. (4)

- (Qns. 11-13) Read the following poem and answer the questions that follow.

Look to this Day  
Look to this day  
For it is life, the very life of life,  
In its brief course lie all the  
varieties and realities of your existence.  
The bliss of growth,  
The glory of action,  
The splendour of beauty;  
For yesterday is but a dream  
And tomorrow is only a vision,  
But today well lived makes  
Every yesterday a dream of happiness,  
And every tomorrow a vision of hope,  
Look well therefore to this day!  
Such is the salutation of the dawn.

Complete the sentences, choosing the right option.

11. The 'theme' of the poem is about  
a. the importance of life  
b. the importance of concentrating on the reality of the present  
c. the importance of thinking about the past and the future  
d. the importance of having dream and a vision
12. The expression 'brief course' means ..... (1)  
a. course of study  
b. a short report  
c. lasting for only a short time  
d. in a few words (1)
13. What is the implied meaning of the lines given below?  
'Look well therefore to this day!  
Such is the solution of the dawn.'
- Write your answer in a paragraph. (Word limit 40 - 50 words) (4)

14. Read the following essay on 'Acid Rain' and write a précis reducing the passage to its  $\frac{1}{3}$  its length. (4)

Acid rain occurs when harmful gases such as carbon dioxide, sulphur dioxide and nitrogen oxide react with rain. This type of rain damages trees, crops and buildings. Industries and power stations release a lot of sulphur dioxide and nitrogen oxide. Exhaust fumes and open-air burning release carbon dioxide into the atmosphere. When these gases enter the atmosphere, they mix with rain water to form acids like carbonic acid, sulphuric acid and nitric acid. They then form acid rain.

Acid rain has many adverse effects. Lakes and rivers cannot sustain aquatic life if acid rain flows into the water. It will also lead to a reduction in crop yields. There will also be irreparable damage to forests and wildlife. Being corrosive, it can cause extensive damage to buildings. An example of an important building that has been corroded by acid rain is the Taj Mahal of India. Acid rain can also affect human beings. Skin problems such as rashes and itchiness, hair loss and respiratory problems have been linked to acid rain. Heart and lung problems can also be aggravated by it.

Acid rain affects the biodiversity of the ecosystem. As lakes, streams and other freshwater bodies become more acidic, the number and types of fish and other aquatic plants and animals that live in these waters decrease.

15. The following information is about the famous deaf German composer Ludwig Van Beethoven. Prepare a profile of him.

Birth : 16th December, 1770 in Bonn - Germany

Parents : John Van Beethoven and Maria magdalena Keverich

Childhood : fond of music - father teaches him music day and night - first public performance at the age of seven (march 26, 1778)- publishes first work in 1782 (age 12)

Turning point : deafness begins in 1796 - decides to commit suicide - realizes his abilities - decides to explore, discover and to pass on.

Achievements : becomes an outstanding instrumentalist, playing both piano and violin - publishes first three sonatas (October 14, 1783) - becomes an excellent keyboard composer (1795) - sets new standars for conveying emotions and passion through music - creates melodie and harmonies - composess ten symphonies (1800 - 1824).

Death : 26 March 1827 - funeral rites at the church of Holy Trinity - about 30000 people attends the funeral (5)

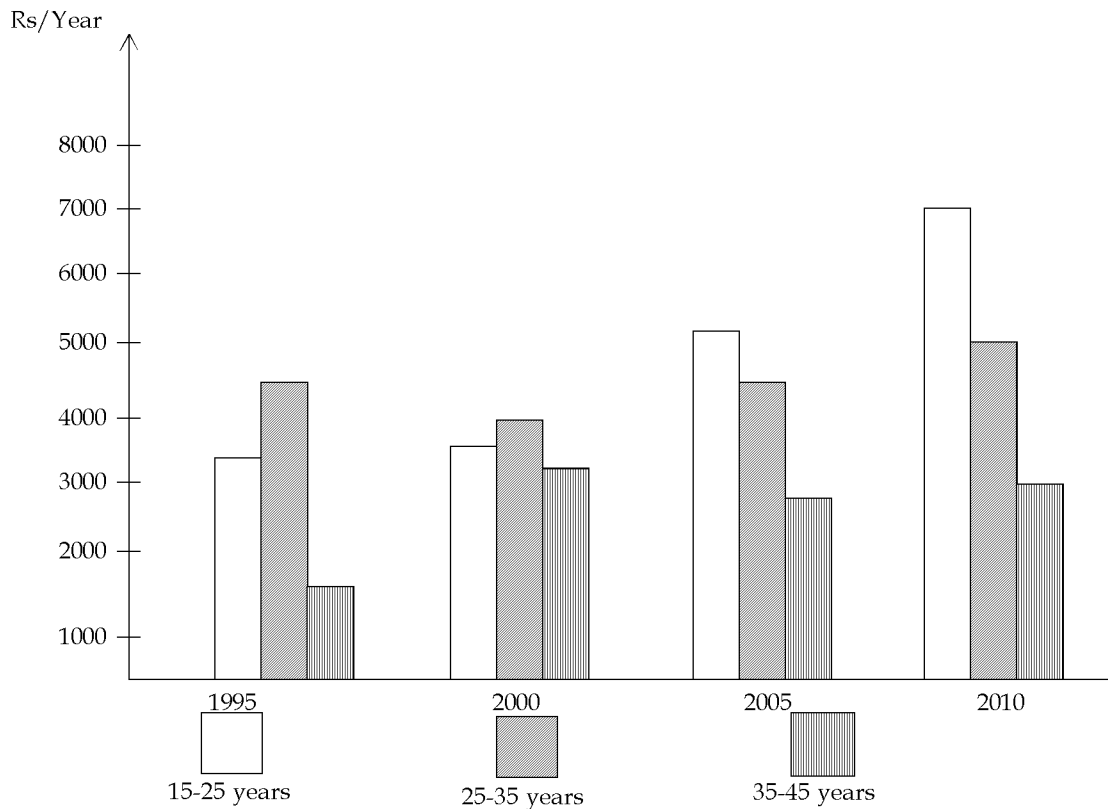


16. Have a look at the pictures given below.



Nature's beauty is often destroyed by man. Justify the statement comparing the two given pictures. (5)

17. Study the graph given below about the money spent on fastfood by people of different age groups over the last 20 years.



Interpret the data and prepare an analytical report in the form of a short essay. (80-100 words) (5)

18. Go through the points listed below.

- Lantern festival signals the end of the new year festival period.
- People get together watching lanterns and fire works, guessing lantern idles and performing folk dance.
- Long ago, a sacred bird from heaven accidentally got lost and fell into the mortal world.

- An ignorant hunter thought the bird was a kind of fierce animal and killed it.
- The emperor planned a fire storm in retaliation.
- The villagers sought a way out.
  
- A wise man told them - hang red lanterns outside your homes - make bonfires and light firecrackers for 3 days.
- People, even today, light up lanterns and fireworks.

Prepare a write-up on this ritual/practice, highlighting the plot, characters, local culture, social/historical aspects, the relevance of the ritual in the current scenario and its impact on society. (6)

OR

Prepare a write-up on any memorable incident in the story 'The Price of Flowers'. (Word limit 100-120 words)

19. Read the hints which a reporter from the field sent to his news bureau.

- Heavy rains across south Kerala
- TVM, Kottayam - 12 cms in 2 days.
- Cause - depression in Indian ocean
- Major rivers - over flow, dam shutters - open
- 12 dead, houses damaged, relief camps open
- Urgent cabinet meeting - Chief Minister - support from centre.
- Rain - to continue for 2 more days, people - to be cautious.

Imagine that you are a journalist in the bureau. Develop these hints into a news report to be published on the front page of your newspaper. (6)

20. Gandhiji once said, "Women will enjoy the same right as men..... This is the India of my dreams." Do you think that we have fulfilled the dream of the Father of our nation? Express your views in the form of an essay. (Word limit 180-200 words) (8)

Or

Analyse the news headlines given below.

Terrorists attack Mumbai  
Three killed

Clean city programme  
fails

Women form political  
party

In the light of the news headlines, prepare an article about the relevance of Gandhian ideas on nonviolence, cleanliness and equal rights.

21. Imagine that a student of your school has been selected for an athletic event in the National Games. Your school has decided to convene a meeting to honour him/her. You are asked to deliver a felicitation. Draft a speech in the light of your reading of the speech by Dr. A. P. J. Abdul Kalam. (8)

### Answer Key/Value points

Qn. No.	Sub Qns	Answer Key/Value points	Score	Total
1		Any four relevant points	4	4
2		Relevance of the opinion Use of expressions to show reasons	1 1	2
3		often, usually	1+1	2
4		Nicholai	1	1
5		Any relevant expression	1	1
6		Relevance of the content Appropriateness of the language	2 1	3
7		a. do not practise b. played c. would not have let	1 1 1	3
8		a. is b. am trying c. do not learn or cannot learn	1 1 1	3
9		Relevance of the content Format and layout Grammatical accuracy	2 1 1	4
10		Relevance of the content Proper communication of the idea Appropriateness of language	2 1 1	4
11		b	1	1
12		c	1	1
13		Relevance of the answer Establishing the points Accuracy of language	2 1 1	4
14		Relevance of the main points Use of one's own language The length of the precis	2 1 1	4
15		Content Organisation Quality of language	2 1 2	5
16		<ul style="list-style-type: none"> <li>• Relevance of the content</li> <li>• Use of degrees of comparison</li> <li>• Clarity of ideas</li> </ul>	3 1 1	5

### Answer Key/Value points

Qn.	Sub	Answer Key/Value points	Score	Total
17		<ul style="list-style-type: none"> <li>• Relevance of the content</li> <li>• Use of expressions for comparing (eg. while, whereas, etc.</li> <li>• Legibility and accuracy</li> </ul>	3  1 1	5
18		<ul style="list-style-type: none"> <li>• Comprehensiveness of the content</li> <li>• Appropriateness of language</li> <li>• Clarity of ideas</li> </ul>	4 1 1	6
19		<ul style="list-style-type: none"> <li>• Content</li> <li>• Appropriateness of language</li> <li>• Organisation of ideas &amp; layout</li> </ul>	3 1 2	6
20		<ul style="list-style-type: none"> <li>• Comprehensiveness of the content</li> <li>• Organisation of ideas</li> <li>• Relevance of the thoughts and ideas presented</li> <li>• Clarity of ideas</li> </ul>	4 1 2 1	8
21		<ul style="list-style-type: none"> <li>• Comprehensiveness of the content</li> <li>• Relevance of the points</li> <li>• Clarity of presentation</li> <li>• Logical sequencing of ideas</li> </ul>	4 1 1 2	8