

# MARKING SCHEME

2010

CLASS XII  
COMMERCE SUBJECTS



CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI

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Manuscript as such highlights the main value points and does not represent a complete ideal answer.  
Manuscript may vary from time to time and year to year.

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## PREFACE

CBSE as a pace setting national Board has constantly been striving to design its evaluation process in a manner that it is used as a powerful means of influencing the quality of teaching and learning in the classroom situation. Also, it has to be so designed that it provides constant feedback regarding the effectiveness of the course content, classroom processes and the growth of individual learners besides the appropriateness of evaluation procedures.

As a move in this direction, CBSE started the practice of publishing the Marking Schemes with twin objectives in mind-(i) making the system more transparent and at the same time, (ii) ensuring high degree of reliability in scoring procedure.

Who are the markers of answer scripts? How do they mark the answer scripts? How can it be ensured that marking is fair, objective and reliable? Questions of these types naturally arise in the minds of candidates appearing in the public examination. These questions are equally pertinent to the teachers who are not adequately exposed to the CBSE system of marking.

Answer Scripts marking is a specialised job. It is assigned to teachers-PGTs for Class XII and TGTs for Class X who are in direct touch with the subject and have a minimum of 3 years experience of teaching the subject at that level. Appointment of examiners is made in accordance with the well-defined norms. Markers examine scripts with the help of detailed guidelines called the 'Marking Schemes'.

It is this tool (Marking Scheme) alongwith the extensive supervisory checks and counter-checks through which CBSE tries to ensure objective and fair marking. The present publication is being brought out with a view to serving the following objectives :

- (i) To give an opportunity to the teachers and students to look into the Marking Schemes that were developed by the Board and supplied to the evaluators in 2010 main examination in some selected main subjects.
- (ii) To receive feedback and suggestions from institutions/subject teachers on the utility and further improvement of Marking Schemes.
- (iii) To encourage institutions to undertake similar exercise of developing marking schemes for classes other than those covered by the Board's examination with a view to increasing teachers' responsiveness to them as the essential tools of evaluation.

## **HOW TO USE**

Teachers and the students preparing for Class XII examination of the Board constitute the primary interest-group of this publication. Marking Schemes of Question Papers in the subjects of English Core, Functional English, Mathematics, Economics, Business Studies, Accountancy and Entrepreneurship administered in Delhi and Outside Delhi during the 2010 main examination have been included in this document. Some tips on their usage are given below :

### **(a) To Teachers :**

- Go through the syllabus and the weightage distribution for the subject carefully.
- Read the question paper to find out how far the question paper set subscribes to the prescribed design. Grade every question by difficulty level for students who have taken the main Board examination.
- Consult the 'Marking Scheme' for each question, with reference to steps into which answers and awards have been divided.
- Work out concrete suggestions for the Board.

### **(b) To Students :**

- Study each question carefully, comprehend them and write down the main points of the answer and note down their difficulties for clarification.
- Examine a question in conjunction with the Marking Scheme and find out the proximity of the answer to that suggested in the Marking Scheme.
- We will feel motivated if this publication is commented upon by practitioners in the context of its impact on their teaching learning strategies. Contribution of the experts and the officials of the Board in bringing out this document is gratefully acknowledged.

We urge the teachers to encourage their students to make use of this publication and at the same time to enrich us with their free and frank reactions.

**M.C. SHARMA**  
CONTROLLER OF EXAMINATIONS

## भारत का संविधान उद्देशिका

हम, भारत के लोग, भारत को एक ' [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,  
विचार, अभिव्यक्ति, विश्वास, धर्म  
और उपासना की स्वतंत्रता,  
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,  
तथा उन सब में,

व्यक्ति की गरिमा और ' [राष्ट्र की एकता  
और अखण्डता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

- 
1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
  2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।
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## भाग 4 क मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करें और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्र गान का आदर करें;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखें और उनका पालन करें;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करें और उसे अक्षुण्ण रखें;
- (घ) देश की रक्षा करें और आह्वान किए जाने पर राष्ट्र की सेवा करें;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करें जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करें जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका परिरक्षण करें;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करें और उसका संवर्धन करें तथा प्राणि मात्र के प्रति दयाभाव रखें;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाईयों को छू लें।

# THE CONSTITUTION OF INDIA

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup> **[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup> [unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

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# THE CONSTITUTION OF INDIA

## **Chapter IV A**

### **Fundamental Duties**

#### **ARTICLE 51A**

**Fundamental Duties** - It shall be the duty of every citizen of India-

- (a) to abide the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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EXAMINATION, 2009**

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# ENGLISH (Core)

*Time allowed : 3 hours*

*Maximum Marks : 100*

## **General Instructions:**

- (i) *This paper is divided into three Sections: A, B and C. All the sections are compulsory.*
- (ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- (iii) *Do not exceed the prescribed word limit while answering the questions.*

## **QUESTION PAPER CODE 1/1/1**

### **SECTION A : READING**

**20 Marks**

**1.** Read the passage given below and answer the questions that follow:

**12 marks**

1. Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had emphasised that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.
2. The Constitution of India had conferred on women equal rights and opportunities - political, social, educational and of employment - with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change In the status of women.
3. The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are to eradicate poverty, they must educate the girls. The report says that the economic

and social returns on investment in education of the girls considerably affect the human development index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.

4. Women's education has not received due care and attention from the planners and policy makers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21st century, our society still discriminates against women in matters of their rights and privileges and prevents them from participating in the process of national and societal progress. Various Committees and Commissions have been constituted before and after the independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20th century from 0.6 percent in 1901 to 39.29 percent in 1991 but India still possesses the largest number of illiterate women in the world. The female literacy index for the year 1991 shows that there are eight States which fall below the national average. The most populous States of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward States as far as female literacy is concerned.
5. The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girl's participation in education.
6. Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 which gave them 30 percent reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.
7. The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialization process. Education is the most important instrument of human resource development. Educational system should be used to revolutionise the traditional attitudes and inculcate new values of equality.
  - (a) (i) Mention any two attributes of a modern woman. 2
  - (ii) Why are women's participation and empowerment considered necessary? 2

- |  |                  |
|--|------------------|
| (iii) Which factors adversely affect the education of girls?                                     | 2                |
| (iv) What benefits did the women get with the enactment of the Panchayati Raj Act of 1993 ?      | 2                |
| (v) By what process can we remove the sense of inequality of sexes from the minds of the people? | 1                |
| (b) Pick out words from the passage which mean the same as each of the following:                | <b>1 × 3 = 3</b> |
| (i) cruel and unfair (para 2)  |                  |
| (ii) remove (para 3)   |                  |
| (iii) full of people (para 4)  |                  |

2. Read the passage given below and answer the questions that follow: **8 marks**

Despite all the research, everyone of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practises transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it.

It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch cold repeatedly creates another difficulty. Usually a virus strikes only once and leaves the victim immune to further attacks. Still we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the blood stream where anti-bodies can oppose them, the viruses causing cold attack cells only on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all the others. It seems, therefore, that we are likely to have to suffer colds for some time yet.



- (a) On the basis of your reading of the above passage make notes on it in points only, using abbreviations wherever necessary. Also suggest a suitable title. **5**
- (b) Write a summary of the passage in not more than **80** words using the notes made. **3**

**SECTION - B (Advanced Writing Skills)**

**35 Marks**

- 3.** You are General Manager of Ivy Software Solutions, Agra Cantt, Agra. You need a software engineer for your organisation. Draft an advertisement in not more than **50** words to be published in 'The Times of India' under the classified columns. **5 marks**

**OR**

As Sports Secretary of G.D.G. Public School, Pune, draft a notice in not more than **50** words for your school notice board informing the students about the sale of old sports goods of your school. You are Rohini/Rohit.

- 4.** You are Sweety/Suresh of L.M. Jain School, Ajmer. As Secretary of your School Cocurricular Activities Club, you visited a slum area in your city where the people suffered a great loss of life and property in a massive fire. The students of your school rendered their services and material help to the victims. Write a report in **100-125** words for your school magazine. **10 marks**

**OR**

Recently your school held a Seminar on Conservation of Water as a part of World Water Day celebrations. As the School Pupil Leader of Maryland School, Gurgaon, write a report in **100-125** words for a local daily. Sign as Pritham/Preeti.

- 5.** You are Sruthi/Shiraj staying at R.K. Puram, Secunderabad. Your locality being away from the main city, the poor bus service adversely affects the life of residents. Write a letter to the Editor, Deccan Chronicle, highlighting the problems faced and also giving a few possible solutions. **10 marks**

**OR**

You are Varsha/Varun, Incharge of Excursion Club of B. V.P. School, Mathura Road, Delhi. Write a letter to the General Manager, Northern Railways, requesting reservation of a bogie for 80 students from New Delhi to Chennai and back by G.T. Express.

- 6.** Presently the prices of essential commodities are skyrocketing causing much hardship to the common man. Write an article in **150-200** words expressing your views and suggesting measures to curb this problem. **10 marks**

**OR**

The number of women in the police force seems insufficient specially when we see the increasing involvement of women in terrorist activities. Write an article in **150-200** words for 'The Hindustan Chronicle', on the need of having more women in the police force.

**SECTION - C (Text Books)**

**45 Marks**

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

**4 marks**

It would be an exotic moment  
without rush, without engines,  
we would all be together  
in a sudden strangeness.

- (a) What does 'it' refer to? **1**  
(b) Who is the poet speaking to? **1**  
(c) What would be the moment like? **2**

**OR**

Aunt Jennifer's tigers prance across a screen,  
Bright topaz denizens of a world of green.  
They do not fear the men beneath the tree;  
They pace in sleek chivalric certainty.

- (a) How are aunt Jennifer's tigers described? **1**  
(b) Why are they described as denizens of a world of green? **2**  
(c) Why are they not afraid of the men? **1**

8. Answer any **three** of the following in **30-40** words each:

**2 x 3 = 6 marks**

- (a) Why are the young trees described as 'sprinting'? (My Mother at Sixty-six)  
(b) How does the poet describe the class-room walls? (An Elementary School Class-room in a Slum)  
(c) What image does Keats use to describe the beautiful bounty of the earth?  
(d) What is the 'childish longing' that the poet refers to? Why is it 'vain'? (A Roadside Stand)

9. Answer the following in **30-40** words each:

**2 x 5 = 10 marks**

- (a) What had the narrator counted on to enter the school unnoticed?

- (b) When Douglas realised that he was sinking, how did he plan to save himself?
- (c) Why did the servants think Gandhiji to be another peasant?
- (d) What drawbacks of interviews have been pointed out by Lewis Carroll?
- (e) "Damn that Geoff, this was a Geoff thing not a Jansie thing." Why did Sophie say so ?

**10.** Answer the following in **125-150** words:

The bangle-makers of Ferozabad make beautiful bangles and make everyone happy but they live and die in squalor. Elaborate.

**10 marks**

**OR**

The story, 'The Rat Trap' focuses on human loneliness and the need to bond with others. Explain.

**11.** Answer the following in **125-150** words:

**7 marks**

When did the Tiger King stand in danger of losing his kingdom? How was he able to avert the danger?

**OR**

How did the question paper and the correction slip help the prisoner and the Governor?

**12.** Answer the following in **30-40** words each:

**2 x 4 = 8 marks**

- (a) How did Charley often get lost on the Grand Central Station?
- (b) How did the Antarctica amaze the writer when he first saw it ?
- (c) Why did Jo think Roger Skunk was better off with the new smell ?
- (d) Why did the landlord's man ask Bama's brother, on which street he lived? What was the significance?

**QUESTION PAPER CODE 1/1**

**SECTION A : READING**

**20 Marks**

**1.** Read the passage given below and answer the questions that follow:

**12 marks**

1 Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do, things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had

emphasised that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.

- 2 The Constitution of India had conferred on women equal rights and opportunities - political, social, educational and of employment - with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change in the status of women.
- 3 The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are, to eradicate poverty, they must educate the girls. The report says that the economic and social returns on investments in education of the girls considerably affect the Human Development Index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.
- 4 Women's education has not received due care and attention' from the planners and policy makers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single-largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21st century, our society still discriminates against women in matters of their rights and privileges and prevents, them from participating in the process of national and societal progress. Various committees and commissions have been constituted before and after Independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20th century from 0.6 percent in 1901 to 39.29 percent in 1991 but India still possesses the largest number of illiterate women in the world. The Female Literacy Index for the year 1991 shows that there are eight states which fall below the national average. The most populous states of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward states as far as female literacy is concerned.

- 5 The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girls' participation in education.
- 6 Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 .which gave them 30 percent reservation in Village panchayats, Block samities and Zila parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.
- 7 The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialization process. Education is the most important instrument of human resource development. Educational system should be used to revolutionise the traditional attitudes and inculcate new values of equality.
- (a) (i) Mention any two attributes of a modern woman. **2**
- (ii) Why is women's participation and empowerment considered necessary? **2**
- (iii) Which factors adversely affect the education of girls? **2**
- (iv) What benefits did the women get with the enactment of the Panchayati Raj Act of 1993 ? **2**
- (v) By what process can we remove the sense of inequality of sexes from the minds of the people? **1**
- (b) Pick out words from the passage which mean the same as each of the following: **1x3 = 3 marks**
- (i) cruel and unfair (para 2)
- (ii) remove (para 3)
- (iii) full of people (para 4)

2. Read the passage given below and answer the questions that follow: **8 marks**

Despite all the research, everyone of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practices transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it.

It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of

viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are, so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch cold repeatedly creates another difficulty. Usually a virus strikes only once and leaves the victim immune to further attacks. Still, we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the bloodstream where antibodies can oppose them - the viruses causing cold attack cells only on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all others. It seems, therefore, that we are likely to have to suffer colds for some time yet.

- (a) On the basis of your reading of the above passage make notes on it in points only, using abbreviations wherever necessary. Also suggest a suitable title. 5
- (b) Write a summary of the passage in not more than 80 words using the notes made. 3

### **SECTION B : ADVANCED WRITING SKILLS**

**35 Marks**

3. You are the Secretary of your school Literary Association. Write a notice in not more than 50 words for your school notice board, giving details of the proposed inauguration of the Literary Association of your school. You are 'XYZ' of Jain Vidyashram, Cuddalore. 5 marks

**OR**

You are the General Manager of E.V.L. Company which requires posh bungalows on company lease, as guest houses. Draft an advertisement in not more than 50 words under classified columns to be published in 'The New Indian Express'.

4. Your school organised an exhibition-cum-sale of the items prepared under Work Experience by your school students. There was an overwhelming response from the public. Prepare a report in 100 - 125 words for a local daily. You are the Coordinator, S.U.P.W. activities, Nita School, Gurgaon. 10 marks

**OR**

Your school organised a seminar on Swine Flu for creating awareness among students of your school, and their parents. As Secretary of the Health Club of Oasis Public School, Hyderabad, write a report in 100 - 125 words for 'The Deccan Herald'.

5. Write a letter to the Editor, 'The Hindu', Chennai about rash and reckless driving by the people in your city, suggesting preventive measures. You are Kamal / Kanwar of 10, Mount Road, Velacherry.

**10 marks**

**OR**

You have shifted your residence from 10, Lajpat Road to House No. 232, Aurobindo Marg, Delhi. Write a letter to the General Manager, MTNL requesting him for an early transfer of your telephone line. You are Rohit/Radhika of 15, The Mall, Amritsar.

6. As compared to the older generation the youth of today are greatly inclined to pursue adventurous activities either for money or for fun. There is a latest craze for joining reality shows, rafting, rock climbing, mountaineering etc. Write an article in 150 - 200 words on 'which life you would prefer - safe or adventurous'.

**10 marks**

**OR**

Science attempts to explore the secrets of nature while religion wants to reveal the very purpose of existence. The aim of both science and religion is to discover the truth. Write an article in 150 - 200 words on 'Science and Religion'.

### **SECTION C : TEXT BOOKS**

**45 Marks**

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

**4 marks**

... On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.  
All of their time and space are foggy slum.  
So blot their maps with slums as big as doom.

- (a) Which two images are used to describe these slums? **2**
- (b) What sort of life do these children lead? **1**
- (c) Which figure of speech is used in the last line? **1**

**OR**

Or beauty rest in a beautiful mountain scene,  
You have the money, but if you want to be mean,  
Why keep your money (this crossly) and go along.  
The hurt to the scenery wouldn't be my complaint  
So much as the trusting sorrow of what is unsaid:

- (a) What attraction does the place offer? 1
- (b) What should one do if one wants to be mean? 1
- (c) What does the poet not complain about? 1
- (d) What do you think is the real worry of the poet? 1
- 8.** Answer any **three** of the following in 30 - 40 words each: **2 x 3 = 6 marks**
- (a) What is the significance of the parting words of the poet and her smile, in 'My Mother at Sixty-six' ?
- (b) According to the poet, what is it that human beings can learn from Nature? (Keeping Quiet)
- (c) What makes human beings love life in spite of troubles and sufferings? (A Thing of Beauty)
- (d) What will happen to Aunt Jennifer's tigers when she is dead?
- 9.** Answer the following in 30 - 40 words each: **2 x 5 = 10 marks**
- (a) What changes came over little Franz after he heard M. Hamel's announcement? (The Last Lesson)
- (b) Why does the author say that the bangle makers are caught in a vicious web? (Lost Spring)
- (c) Why was Edla happy to see the gift left by the peddler? (The Rattrap)
- (d) How did the people of Madras and those at the Gemini Studios respond to the plays staged by the Moral Re-Armament army?
- (e) Why did Sophie like her brother Geoff more than any other person?
- 10.** Answer the following in 125 - 150 words: **10 marks**
- "... there was terror in my heart at the overpowering force of the waves." When did Douglas start fearing water? Which experience had further strengthened its hold on his mind and personality?
- OR**
- What impression do you form about Umberto Eco as a scholar and writer on the basis of 'The Interview' ?
- 11.** Answer the following in 125 - 150 words: **7 marks**
- What are phytoplankton? How are they important to our ecosystem?



**OR**

How did Mr. Lamb try to give courage and confidence to Derry?

12. Answer the following in 30 - 40 words each:

**2 x 4 = 8 marks**

- (a) What did the British officer's secretary tell the Maharaja? Why did the Maharaja refuse permission?
- (b) Why did the messenger come to Dr. Sadao? What did Hana think about it?
- (c) Why did Evans not take off his hat when Jackson ordered him to do so?
- (d) Why was Zitkala-Sa terrified when Judewin told her that her hair would be cut short?

## Marking Scheme — English Core

### *General Instructions :*

1. Evaluation is to be done as per instructions provided in the Marking Scheme.
2. The Marking Scheme provides suggested guidelines and not the complete answers.
3. If a question has parts, marks must be awarded on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up, written and circled on the left hand margin of the answers.
4. If a question does not have any parts, marks for that question must be awarded on the left-hand margin of the answer.
5. Where marks are allotted separately for content and expression as per the Marking Scheme, they have to be reflected separately and then totalled up. This is a mandatory requirement.
6. A slash (/) in the Marking Scheme indicates alternative answers to a question. If a student writes an answer which is not given in the Marking Scheme but which seems to be equally acceptable, marks must be awarded in consultation with the Head-Examiner.
7. If a child has attempted an extra-question, answer of the question deserving more marks should be retained and the other answer scored out.
8. Q1 under Section A (reading) and Q7 under Section C (text books) have been designed to test students' ability to comprehend the given passage. As such the examinees are not to be unnecessarily penalised for language errors.
9. Where questions have been designed to test the writing skills of students, the expression (grammatical accuracy, appropriate use of words, style, spelling, organization and presentation of relevant matter in a coherent and logical way) assumes as much importance as the content.
10. Identify major mistakes and weaknesses before awarding marks.
11. Wherever the word limit is given, no marks be deducted for exceeding the word limit. However, due credit should be given for precise answers.

12. If a student, in response to a short-answer-type question, writes a single word / phrase which constitutes the core of the answer. It must be accepted and awarded marks.
13. If a student literally lifts a portion of the given passage / extract from the question paper as an answer to a question, no mark(s) to be deducted as long as it is relevant and indicative of the desired understanding on the part of the student [reference questions under Q1 and Q7(a)].
14. A full scale of marks - 0 to 100 is to be used. In case of an answer book deserving 90 marks and above, marks be awarded in consultation with the Head Examiner only.

QUESTION PAPER CODE 1/1/1

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION A: (READING) 20 Marks**

**1. COMPREHENSION PASSAGE**

**TOTAL MARKS: 12**

(a) NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.

- |       |   |         |
|-------|---|---------|
| (i)   | <ul style="list-style-type: none"> <li>- highly self - directed / progressive</li> <li>- alive to the sense of her dignity</li> <li>- aware about the importance of her functions in domestic and public domains</li> <li>- rational in approach</li> <li>- careful in handling situations</li> <li>- desire to do things as best as possible</li> </ul> <p style="text-align: center;">(any two)</p> | 2 marks |
| (ii)  | <ul style="list-style-type: none"> <li>- enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment</li> </ul>  | 2 marks |
| (iii) | <ul style="list-style-type: none"> <li>- prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women</li> </ul>  | 2 marks |

- negative attitude towards sending girls to schools
  - early marriage, poverty, illiteracy of parents, restrictions on their mobility
  - deep foundation of inequality of sexes
- (any two)
- (iv) - women's political empowerment got a big boost 2 marks
- 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country.
- (anyone)
- (v) - educational system / socialisation process 1 mark
- (b) (i) oppressive / exploitation 1 mark
- (ii) eradicate 1 mark
- (iii) populous 1 mark

## 2. Note

- **If a student has attempted only summary or only notes, due credit should be given.**
- **1 mark allotted for the title be given if a student has written the title either in Q2(a) or Q2(b) part**
- **Min. 3 main headings and 3 sub-headings to form content**

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes (In such cases ½ - 1 mark may be deducted from marks allotted to content).

Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.

### (a) NOTE MAKING

Distribution of Marks

**Abbreviations / Symbols** (with /without key) - any four 1 mark

**Title** 1 mark

**Content** (minimum 3 headings and sub-headings, with proper indentation and notes) 3 marks

## **Suggested Notes**

**Title:** Cold / Common Cold / Common Cold - A Menace / any other suitable title

- 1 The Problem of common cold / What is common cold?
  - 1.1 catching cold - common / commonest of all ailments
  - 1.2 diff. to control occurs repeatedly / caught frequently / one suffers time and again
  - 1.3 med. sc. has failed to find cure / not much done to solve it
- 2 Causes / Causes and areas affected
  - 2.1 no. of viral infections
  - 2.2 spread by family of viruses / rhinoviruses are responsible
  - 2.3 affects lining of nose
  - 2.4 affects other passages leading to lungs
  - 2.5 viruses for many colds still not isolated
- 3 Virus research / Difficulty in controlling common cold virus
  - 3.1 viruses can't be seen with ord. microscope
  - 3.2 diff. to cultivate in bacteriologist's lab / can't be cultivated in labs.
  - 3.3 can't be isolated
  - 3.4 tissue culture has led to discovery of many viruses
  - 3.5 attacks surface cells:.. dif. to oppose
  - 3.6 immunity from one does not guarantee against others
- 4 Techniques of tissue culture
  - 4.1 a recent step
  - 4.2 has aided virus research
  - 4.3 bits of animal tissues enabled to live indep' nt'ly of the body
  - 4.4 led to discovery of unknown / unsuspected viruses
- 5 Immunity to cold
  - 5.1 no immunity
  - 5.2 viruses attack cells on the surface
  - 5.3 many types of viruses – hence no protection

(b) **Summary**

The summary should include all the important points given in the notes.

**Content**

2 marks

**Expression**

1 mark

**SECTION B: ADVANCED WRITING SKILLS**

**NOTE:** The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.

**3. ADVERTISEMENT**

**Content**

3 marks

**Expression**

2 marks

**Suggested value points**

(SITUATION VACANT - SOFTWARE ENGINEER)

- advertiser
  - post advertised
  - qualifications (essential / desirable), work experience
  - age, salary, last date for applying (mode of applying)
  - address, tel. nos., email – address
- (due credit should be given for economy of words used)

**OR**

**NOTICE**

**Format**

1 mark

The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.

**Content**

2 marks

**Expression**

2 marks

**Suggested value points**

(SALE OF OLD SPORTS GOODS)

- day, date, time, venue of sale
- sports items for sale (category)
- condition of the items, etc
- whom to contact

#### 4. REPORT WRITING

##### Format

1. title, reporter's name 1 mark

##### Content

4 marks

##### Expression

5 marks

grammatical accuracy, appropriate words and spelling [2 ½]

coherence and relevance of ideas and style [2 ½]

##### Suggested value points:

(LOSS OF LIFE AND PROPERTY IN MASSIVE FIRE / any other suitable heading)

- what, when, where, how, why (whichever applicable)
- the tragedy.
- help rendered by students
- any other relevant details

**OR**

##### Suggested value points

(SEMINAR ON CONSERVATION OF WATER)

- what, when, where, how / why (whichever applicable)
- participants
- issues discussed
- action plan prepared / resolutions adopted
- highlights of the programme
- any other relevant details

#### 5. LETTER WRITING

[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]

##### Format

2 marks

1. sender's address, 2. date, 3. receiver's address. 4, subject / heading, 5. salutation, 6. complimentary close.

##### Content

4 marks

**Expression**

4 marks

grammatical accuracy, appropriate words and spelling [2]

coherence and relevance of ideas and style [2]

(POOR BUS SERVICE)

**Suggested Value Points**

Problems faced

- poor bus service - adversely affecting the lives of residents
- colony far from the main city
- long wait / few buses frequenting the area / at times don't even stop
- buses overcrowded
- boarding not safe
- school children, office goers worst affected
- money wasted on autos, taxis for commuting

Possible solutions

- improving bus service
- increasing no of buses
- repeated pleas and requests to the transport dept / corporation no relief
- any other relevant details

**OR**

(RESERVATION OF A RAILWAY BOGIE)

**Suggested Value Points**

- purpose of writing the letter / request
- train no. and name
- class (AC/ non AC), no. of berths needed / size of group
- starting point / destination
- date of onward journey / return journey
- request for student concession
- amount to be paid
- confirmation
- any other relevant details



**6. ARTICLE WRITING**

**Format:** (Title and writer's name)

1 mark

**Content**

4 marks

**Expression**

5 marks

grammatical accuracy, appropriate words and spelling

[2½]

coherence and relevance of ideas and style

[2½]

**Suggested Value Points**

(PRICE RISE OF ESSENTIAL COMMODITIES / any other suitable title)

- the problem of price rise / alarming rise in prices of essential commodities
- causes and effect
- hardships faced by common man
- poor people worst affected
- family budgets badly affected
- any other relevant details

measures to curb the problem

- improving the production / importing essential commodities
- improving the Public Distribution System (PDS) / fair price shops, Kendriya Bhandars, Safal outlets, etc
- checking hoarding and black marketing
- any other relevant details

**OR**

.

**Suggested Value Points**

(MORE WOMEN IN POLICE FORCE / WOMEN AND POLICE FORCE / any other suitable title)

the problem – fewer women in police force

the need - more women needed to join the police force

- screening of women terrorists becomes easier
- more sensitive to the needs of the public
- to keep them away from the influence of anti-social groups
- to provide decent employment

the solution

- more encouragement, better salary and better incentives
- easy process of recruitment
- empowerment through recruitment
- creating awareness through campaigns
- conducive environment in police forces
- any other relevant details

### **SECTION C: LITERATURE (TEXT BOOKS)**

7. [This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]

**Value points:**

- (a) - keeping still / keeping quiet 1 mark  
- not speaking in any language  
- not moving our arms so much  
- taking a break from all senseless activities  
- without rush / without engines  
- stillness / togetherness

(anyone)

- (b) - to everybody (humanity) 1 mark  
- to us / to the readers  
- to those engaged in destructive activities

(anyone)

- (c) - exotic / without rush / without engines / togetherness / sudden strangeness / stillness / promoting harmony and brotherhood 2 marks

(any two)

**OR**

- (a) - bright topaz denizens of a world of green 1 mark  
- pacing in chivalric certainty  
- fearless  
- prancing across a screen

(anyone)

- (b) - found mostly in forests; woods / green cover 2 marks  
(anyone)
- (c) - fearless by nature / wild / ferocious / not real tigers (embroidered on the panel) / alternate reality 1 mark  
(anyone)

### 8. Short answer type questions (Poetry)

Distribution of marks:

**Content:** 1 mark

**Expression** 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - trees seen from a moving car (theory of relativity) 2 marks  
- trees young, mother old  
- contrast shown between young trees and old mother (figurative meaning also accepted)  
(anyone)
- (b) - sour cream walls / bleak / depressing / gloomy / pictures of Shakespeare, ships / sun / cities / scenery / flowers / Tyrolean valley 2 marks  
(any two)
- (c) - bower / flowery band / the sun / the moon / trees old and young / shady boon / daffodils / green world / clear rills / cooling covert / mid forest brake / fair musk rose / visual images / audio images / images of sense and smell 2 marks  
(any two)
- (d) - waiting for cars to stop to buy their wares (to earn money) 2 marks  
- few cars stop / few buyers / endless wait.

### 9. Short answer type questions (Prose)

Questions are to be answered in 30-40 words each.

Distribution of marks:

**Content:** 1 mark

Expression 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - commotion / noise / hustle and bustle / opening - closing of desks / lessons read out loudly / preoccupation of the teacher (anyone) 2 marks
- (b) - planned to make a big jump after hitting the bottom, come to surface, lie flat on it and paddle to the edge of the pool 2 marks
- (c) - was accompanied by Raj Kumar Shukla, a small farmer 2 marks  
- possibly Gandhi was dressed as a peasant / his clothes / his appearance / his simplicity (anyone)
- (d) - had the horror of the interviewer / never consented to be interviewed / didn't want to be lionised (anyone) 2 marks
- (e) - had told Geoff of her imaginary meeting with Danny Casey 2 marks  
- expected him to keep the secret  
- knew Geoff would easily believe her  
- Jansie was nosey - would spread the word around (any two)

Q 10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

**10. Distribution of marks:**

<b>Content</b>	5 marks
<b>Expression</b>	5 marks
grammatical accuracy, appropriate words and spelling	[2½]
coherence and relevance of ideas and style	[2½]

**Value points:**

- in spite of their hard work and skill in bangle making they remain poor as the middlemen pocket all their profit
- pathetic working conditions

- dark hutments / dingy cells / without air and light
- glass furnaces with high temperatures / losing eyesight at early age
- stinking lanes / squalor / hovels / primeval living conditions

(any five)

**OR**

life of the peddler

- poorly dressed, starving, lonely, tramp, wandered from place to place, making small rattraps with material begged from stores or big firms, begged and committed petty thievery, scared of the police

meeting with the old crofter

- the crofter's loneliness and hospitality

meeting with the Ironmaster and his daughter (Edla)

- father - ready to turn him out when his real identity was known
- daughter treated him like a guest, offered him good food, clothes and shelter / treated him like the regimental officer as initially assumed by her father
- this treatment brought about a total transformation in the peddler - resolved to pull himself up, to live a life of respect and dignity

(any five)

**11. Distribution of marks:**

**Content:**

4 marks

**Expression**

3 marks

grammatical accuracy, appropriate words and spelling

[1½]

coherence and relevance of ideas and style

[1½]

**Value Points:**

- a high ranking British officer visited Pratibandapuram-wanted to shoot tigers and be photographed with them. Maharaja refused him permission to shoot tigers as he himself had resolved to shoot 100 tigers to prove the priest's predictions wrong and to ensure his own longevity
- to appease the British officer, he sent 50 diamond rings specially designed by famous British company of jewellers in Calcutta, to the British officer's good lady. He expected them to keep one or two rings and send the rest back, they kept all the rings, he had to pay rupees three lakh but saved his kingdom

**OR**

- helped Evans to know the name of the hotel and its location. also came to know about the exact time when the exam would start
- helped Governor to put 313/217 together and with the six figure reference knew that Evans had escaped to Chipping Norton
- the Governor could work out a plan to arrest Evans

**12. Distribution of marks:**

**Content:** 1 mark

**Expression** 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

(a) - maze of new doorways, stairs and corridors, long tunnels, very confusing entry and exit points 2 marks

(anyone)

(b) - impressed with Antarctica's expansive white landscape and uninterrupted blue horizon. 2 marks

- felt relieved after a long tiring journey, then experienced profound wonder at its immensity, its isolation

- wondered at the thought that India and Antarctica were once part of the same landmass

(any two)

(c) - earlier he was lonely / had no friends because of his foul smell 2 marks

- had many friends when he started smelling like roses

- could play games with them

(any two)

(d) - couldn't make out Bama's brother's caste from his name so asked him on which street he lived to know his caste 2 marks

- people of the same caste lived together in the same street or locality

- caste discrimination was being practised

(any two)

QUESTION PAPER CODE 1/1

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION A: (READING) 20 Marks**

**1. COMPREHENSION PASSAGE**

**TOTAL MARKS: 12**

(a) NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.

- (i) - highly self - directed / progressive 2 marks  
- alive to the sense of her dignity  
- aware about the importance of her functions in domestic and public domains  
- rational in approach  
- careful in handling situations  
- desire to do things as best as possible  
(any two)
- (ii) - enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment 2 marks
- (iii) - prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women 2 marks  
- negative attitude towards sending girls to schools  
- early marriage, poverty, illiteracy of parents, restrictions on their mobility  
- deep foundation of inequality of sexes  
(any two)
- (iv) - women's political empowerment got a big boost 2 marks  
- 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country.  
(anyone)
- (v) - educational system / socialisation process 1 mark

- |     |       |                           |        |
|-----|-------|---------------------------|--------|
| (b) | (i)   | oppressive / exploitation | 1 mark |
|     | (ii)  | eradicate                 | 1 mark |
|     | (iii) | populous                  | 1 mark |

## 2. Note

- **If a student has attempted only summary or only notes, due credit should be given.**
- **1 mark allotted for the title be given if a student has written the title either in Q2(a) or Q2(b) part**
- **Min. 3 main headings and 3 sub-headings to form content**

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes (in such cases ½ -1 mark may be deducted from marks allotted to content)

Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.

### (a) NOTE MAKING

Distribution of Marks

**Abbreviations / Symbols** (with /without key) - any four 1 mark

**Title** 1 mark

**Content** (minimum 3 headings and sub-headings, with proper indentation and notes) 3 marks

#### **Suggested Notes**

**Title:** Cold / Common Cold / Common Cold - A Menace / any other suitable title

- 1 The Problem of common cold / What is common cold ?
  - 1.1 catching cold - common / commonest of all ailments
  - 1.2 diff. to control occurs repeatedly / caught frequently / one suffers time and again
  - 1.3 med. sc. has failed to find cure / not much done to solve it
- 2 Causes / Causes and areas affected
  - 2.1 no. of viral infect'ns
  - 2.2 spread by family of viruses / rhinoviruses are responsible



- 2.3 affects lining of nose
- 2.4 affects other passages leading to lungs
- 2.5 viruses for many colds still not isolated
- 3 Virus research/ Difficulty in controlling common cold virus
  - 3.1 viruses can't be seen with ord. microsc'pe
  - 3.2 diff. to cultivate in bacteriologist's lab / can't be cultivated in labs.
  - 3.3 can't be isolated
  - 3.4 tissue culture has led to discovery of many viruses
  - 3.5 attacks surface cells:. dif. to oppose
  - 3.6 immunity from one does not guarantee against others
- 4 Techniques of tissue culture
  - 4.1 a recent step
  - 4.2 has aided virus research
  - 4.3 bits of animal tissues enabled to live indep' nt'ly of the body
  - 4.4 led to discovery of unknown / unsuspected viruses
- 5 Immunity to cold
  - 5.1 no immunity
  - 5.2 viruses attack cells on the surface
  - 5.3 many types of viruses – hence no protect'n

(b) **Summary**

The summary should include all the important points given in the notes.

**Content**

2 marks

**Expression**

1 mark

**SECTION B: ADVANCED WRITING SKILLS**

**NOTE:** The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.

**3. NOTICE**

**Format**

1 mark

The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.

**Content** 2 marks

**Expression** 2 marks

**Suggested value points**

(INAUGURATION OF LITERARY ASSOCIATION)

- what (inauguration of literary association)
- where (venue)
- when (date and time)
- chief guest and target audience
- any other relevant details

**OR**

**ADVERTISEMENT**

**Content** 3 marks

**Expression** 2 marks

**Suggested value points**

(BUNGALOWS REQUIRED / WANTED ON COMPANY LEASE)

- type of accommodation
- location
- purpose (guest house)
- expected rent
- facilities
- contact

(Due credit should be given for economy of words used)

**4. REPORT WRITING**

**Format**

1. title, reporter's name 1 mark

**Content** 4 marks

**Expression** 5 marks

grammatical accuracy, appropriate words and spelling [2 ½]

coherence and relevance of ideas and style [2 ½]

**Suggested value points:**

(EXHIBITION CUM SALE / any other suitable heading)

- what (exhibition cum sale)
- when (date and time)
- where (venue)
- duration
- inauguration
- highlights (various stalls, items displayed, student participants)
- response of public and success of programme
- any other relevant points

**OR**

**Suggested value points**

(SEMINAR ON SWINE FLU)

- what, when, where, how / why
- various sessions
- guest speakers, panel of experts
- highlights (activities undertaken, aids used)
- target audience (students and parents)
- response and outcome
- any other relevant details

**5. LETTER WRITING**

[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]

**Format**

2 marks

1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.

**Content**

4 marks

**Expression**

4 marks

grammatical accuracy, appropriate words and spelling

[2]

coherence and relevance of ideas and style

[2]

(RASH AND RECKLESS DRIVING)

**Suggested Value Points**

rash and reckless driving

- chaos on roads
- danger to road users
- hit and run cases
- accidents - deaths, injuries
- road rage

possible suggestions for prevention

- better policing
- strict norms for issue of license
- strict traffic rules and their implementation
- enforcing speed limits within the city
- imposing fines
- spreading awareness and education
- any other relevant details

**OR**

(TRANSFER OF TELEPHONE LINE)

**Suggested Value Points**

- shifting of residence from present address to new address, request for early transfer of telephone
- telephone number
- new address
- any other relevant details

**6. ARTICLE WRITING**

**Format:** (Title and writer's name)

1 mark

**Content**

4 marks

**Expression**

5 marks

grammatical accuracy, appropriate words and spelling

[2½]

coherence and relevance of ideas and style

[2½]

### **Suggested Value Points**

(SAFE OR ADVENTUROUS LIFE / LIFE AND ADVENTURE / any other suitable title)

safe life

- life meant to be lived not risked
- life is precious
- to avoid disappointment and failure / frustration
- prioritizing
- adventure waste of time and money
- moral duty / responsibility to live life safe for the loved ones
- avoid distraction
- any other relevant point

(any 4)

adventure

- life to be lived to the fullest
- thrilling/exciting
- raises quality of life
- craving for exploration and adventure
- for name and fame
- romancing danger
- obsession with risk
- any other relevant point

(any 4)

[Note: If the student writes in first person he/she should not be penalized because it is an open ended question.]

**OR**

### **Suggested Value Points**

(SCIENCE AND RELIGION / any other suitable title)

- both complementary / both support life and go hand in hand

Science

- rational
- scientific
- explores the physical world
- involves experimentation and observation (any two)

Religion

- discovers spirituality
- inner truth
- strengthens moral, cultural and universal values (any two)
- any other relevant point

**SECTION C: LITERATURE (TEXT BOOKS)**

7. [This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]

**Value points:**

- (a) - slag heap 2 marks  
- foggy slums  
- slums as big as doom

(any two)

- (b) - dirty / unhygienic / miserable / pathetic / full of woes and wants /  
uncertain future / blotted / life of disease and despair / impoverished /  
poor / bones peeping through skins / spectacles of mended glass / their  
time and space are foggy 1 mark

(anyone)

- (c) - simile 1 mark

**OR**

- (a) - beautiful mountain scene / landscape / scenery 1 mark

(anyone)

- (b) - keep ones' money and move ahead / not sharing / being indifferent /  
insensitive / don't stop by / don't buy their products 1 mark

(anyone)

- (c) - hurt the scenery / spoil the scenery / marring the landscape / harm the  
scenery / the existence of roadside stand 1 mark

(anyone)

- (d) immensely pained at 1 mark

- lack of concern of the city people / betrayed trust of the farmers /  
unexpressed sorrow of the farmers / unfulfilled promise of the 'politicians  
/ the gullibility of the farmers

(any one)

**8. Short answer type questions (Poetry)**

Questions are to be answered in 30-40 words.

Distribution of marks:

**Content:** 1 mark

**Expression** 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

(a) - optimism 2 marks

- a hope to see her mother again
- reassuring her mother
- hiding her anxiety and fear
- emotions hidden behind the smile
- true feeling of loss and pain of separation

(any two)

(b) - stillness 2 marks

- learn to be productive and constructive
- emergence of new life uninterrupted
- reserve energy to sprout

(any two)

(c) - natural beauty / any object of beauty 2 marks

- sight of beautiful things
- nurturing liveliness
- sublimating influence of beautiful things
- eternal beauty of nature

(any two)

(d) - go on prancing / would outlive their creator / live a fearless and proud life / remain undeterred / exhibit their freedom 2 marks

(anyone)

**9. Short answer type questions (Prose)**

Questions are to be answered in 30-40 words each.

Distribution of marks:

**Content:** 1 mark

Expression 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - initial excitement 2 marks  
- felt regretful  
- guilt ridden for having neglected his lessons and escaping school  
- realised the worth of the teacher and the language  
- suddenly books became his prized possessions  
(any two)
- (b) - victims of inhuman sahkars, middlemen, politicians, bureaucrats, policemen 2 marks  
- stigma of caste and exploitation  
- no escape from the lineage  
(any two)
- (c) - It restored her faith in the belief that all human beings are basically good / had succeeded in bringing about a transformation in the peddler / his basic goodness had been awakened / peddler had not let her down 2 marks  
(any two)
- (d) - saw the play over and over again / very impressed / welcomed and highly appreciated 2 marks  
(any two)
- (e) - felt comfortable in sharing her secrets with him 2 marks  
- He listened patiently.  
- She respected him and looked up to him  
- a link between her and the vast world outside  
- let her feel that he believed her  
(any two)



Q 10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

**10.** Distribution of marks:

**Content** 5 marks

**Expression** 5 marks

grammatical accuracy, appropriate words and spelling [2½]

coherence and relevance of ideas and style [2½]

- When 3 or 4 years old he was knocked down by the waves at California beach.
- childhood misadventure - near drowning experience at YMCA pool (details to be elaborated)
- fear of water thereafter remained a handicap

**OR**

- Prof at Univ. of Bologna, Italy
- likes to attend academic meetings.
- scholar in semiotics, does literary interpretation
- writes academic text, children's books, newspaper articles, novels on Sundays, written 40 papers on scholarly works of non fiction
- narrative style - informal, playful
- research work - has qualities of creative style
- 'The Name of the Rose' - brought a lot of fame and large audience

(any four)

**11.** Distribution of marks:

**Content:** 4 marks

**Expression** 3 marks

grammatical accuracy, appropriate words and spelling [1½]

coherence and relevance of ideas and style [1½]

**Value Points:**

- microscopic plants
- nourish and sustain the food chain of the southern oceans
- single celled plants - use sun's energy to assimilate carbon and synthesise organic compounds

(any two)

importance - the absence of phytoplankton will lead to

- depletion of ozone will affect phytoplankton
- will affect all the marine birds / animals
- carbon cycle will be affected
- take care of small things to take care of big things

(any two)

**OR**

- the way he welcomed the child accepting him as he was
- told him - it's important to see how you are inside than how you look outside
- one cannot go through life being scared and alienated
- not to brood over limitations but count on his blessings
- enjoy simple joys of everyday living with people around and nature, ignoring the unpleasant
- it's one's attitude that matters
- individual makes a difference to the problem
- extended unconditional love
- inspired him with love for life
- instilled confidence in him

(any four)

**12. Distribution of marks:**

**Content:**

1 mark

**Expression**

1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - the officer wanted to be photographed with the dead tiger and did not mind the actual killing be done by the Maharaja 2 marks
- feared that other British officers would turn up for tiger hunting / wanted to kill 100 tigers himself
- (b) - to inform that the General was in pain and needed Dr Sadao to visit him 2 marks
- thought servants had betrayed him / messenger had come to arrest him for sheltering an American
- (c) - to hide his cropped hair / to pass off as McLeery 2 marks
- to hide his plan of escape
- (d) - cutting hair short was an indignity 2 marks
- against her custom
- sign of mourning, cowardice and defeat
- long hair - symbol of bravery

# FUNCTIONAL ENGLISH

*Time allowed : 3 hours*

*Maximum Marks : 100*

## **General Instructions:**

- (i) *This paper is divided into four Sections: A, B, C and D. All the sections are compulsory.*
- (ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- (iii) *Do not exceed the prescribed word limit while answering the questions.*

## **QUESTION PAPER CODE 212/1**

### **SECTION A : READING**

**(20 Marks)**

**1.** Read the passage given below and answer the questions that follow:

**12 marks**

- (1) One afternoon Mr. Ras Mohun took those of us boys who were visually challenged behind the school building to a little vacant area behind the wall of the Tata mill. Here he let us feel four waist high metal wires and what he called the starting and finishing poles, between which the wires had been strung. The wires formed three long lanes, each a few feet wide. Each wire had a hoop about the size of a thick bangle hanging from it.
- (2) “It is modelled on a racing track for the blind which I saw at Perkins in America. We will have races for you here every week.”
- (3) Mr. Ras Mohun positioned Abdul, Reuben and me in separate lanes, at the starting posts, and showed us how to catch hold of the metal hoop by a string that hung from it, and then run with the wire as our guide.
- (4) Mr. Ras Mohun called out “Ready, steady, go !”
- (5) I had never run so fast. I imagined myself an arrow flying from one post to the other.
- (6) “Oh, my God, they are going to kill themselves !” I heard Mr. Ras Mohun exclaim as I fell sidewise, almost wrapping myself around the finishing post and hitting my mouth on it.
- (7) “Any of you badly hurt ?” Mr. Ras Mohun asked running up to us.

- (8) All three of us had bleeding mouths and bleeding foreheads. There had been no way for us to know when we were coming to an end so we had all fallen down and hurt ourselves at the finishing post.
- (9) Mr. Ras Mohun sent for tincture of iodine and bandages and after he had attended to our injuries he said almost to himself, “Bless me, I can’t remember how they prevented such mishaps at Perkins.” He paused and then went on to us. “I know. I’ll station the Sighted Master at the finishing post with my bell. He can ring it during the races. From the sound of the ringing you will know how close you are to the end. As an added precaution, I’ll have a nice strong rope stretched across the lanes at the height of the wires just before the end so that if you fall you won’t hit the finishing post.”
- (10) After that every Saturday we had racing at the racing track. Mr. Ras Mohun would stand at the starting posts and get us off, and the Sighted Master would stand at the finishing post, behind the newly stretched rope and ring the bell. Abdul, Reuben and I were the three fastest runners, and whenever the school had visitors we three would be asked to put on a special racing exhibition, running different kinds of races we had learnt.
- (11) As time went on, the boys from a sighted school nearby came and joined us at our Saturday races. They would run outside the lanes. I was so eager to compete with them on even terms that now and again I would slyly let go of the string and hurl the hoop forward, so that I could run along the track like them for a time.

*An extract from ‘Vedi’ by Ved Mehta*

- (a) On the basis of your understanding of the passage, answer the following in your own words:
- (i) Why did Mr. Ras Mohun string a wire with hoops on the racing tracks? 1
- (ii) What were the two instructions given to the boys before the trial race? 2
- (iii) Did the trial race go according to the expectation of the teacher? Why / Why not? 1
- (iv) What steps did Mr. Ras Mohun take to ensure that the boys did not face the problems that they had faced in their first race? 2
- (v) Why were the narrator and his friends asked to race whenever there were visitors in school? 1

(vi) The narrator mentions that he would often leave the string and run without any support. Why did he do this ?

1

(b) Pick out words/phrases from the passage which are similar in meaning to the following:

1 x 4 = 4

(i) a large ring (para 1)

(ii) based on / inspired from (para 2)

(iii) used for covering / in order to protect (para 6)

(iv) accidents (para 9)

2. Read the passage given below and answer the questions that follow:

8 marks

How many times have we seen more-than-chubby children, pulled their cheeks lovingly, and exclaimed, “How cute !” It’s time for a reality check. Childhood obesity is on a rapid rise in this country, in keeping with an unhealthy global trend: in 2007, an estimated 22 million children under the age of five years were overweight according to the World Health Organisation, and more are expected to join the obese club.

In an alarming report presented by the Indian Heart Association, the thickness of the artery walls of teenagers who are obese were reported to resemble the thickness of an average 45-year-old’s artery walls. In other words, evidence was presented that obese children show early warning signs of heart disease. Childhood obesity is also linked to other serious health complications including juvenile diabetes. We can no longer dismiss it as a problem of the West. We might not be grappling with a problem as huge as in the US - where childhood obesity is considered an epidemic - or in the UK. But trouble is knocking on our doors, as well as those of other developing countries like China, Brazil and Thailand.

A recent ‘Indian Pediatrics’ report makes this point. Unlike in much of the West, where childhood obesity is more prevalent among low-income groups, in India it is a malaise that afflicts the better off. The prevalence of obesity is higher in the upper socio-economic class (4.8 per cent) as compared to the lower socio-economic class (1 per cent). In urban Delhi, about 37 per cent of children are either overweight or obese. Medical experts attribute the weighty troubles of developing countries to changed dietary habits - an overdose of fast and processed foods - and a steep drop in levels of physical activity.

An unhealthy diet is partly a function of the greater access and choice that the expanding middle class has. And partly because of the compulsions of modern urban

life, where both parents often work and prefer quick and easy processed food options rather than cooking every meal from scratch. City children today are also more inclined to spend leisure as couch or mouse potatoes, which does not help in the battle against the bulge. Concerted efforts involving schools, families and government to tackle juvenile obesity are in order. For a start, policymakers must invest in educating parents, especially mothers, about the perils of childhood obesity. And it would be of immense help if we, as a society, got over our peculiar proclivity to associate overweight - especially when it concerns children - with 'well-fed' and 'healthy'.

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. **5**
- (b) Using the notes write a summary of the above passage in 80 words. **3**

**SECTION - B (Writing)**

**25 Marks**

3. You are disturbed after visiting a slum area wherein some children do not go to school. Many organizations have come forward with the idea of 'Education for All'. In spite of their best efforts it is still a dream. Design a poster suggesting ideas to make it a reality as education is the only way to progress. **5 marks**

**OR**

Your school is celebrating its Golden Jubilee Year and staging the play, 'Alexander the Great' on its annual day. Mr. Abraham, the famous playwright has consented to be the Chief Guest. Invent the relevant details and draft the invitation card for the occasion. (Word limit - 50)

4. Career Counselling workshops have become a regular feature for the students of senior classes (X-XII) in most reputed schools of today. You are Rahul/Rama, a student of class XII of New Model Secondary School, Pune. Write a letter to the editor of a national daily expressing your views on the utility of such workshops in conducting tests to determine one's potential as well as inclination and in making the students aware of the evolving career options of today. **10 marks**

**OR**

You are Ritwik/Raveena, staying at D-74 Friends Colony, New Delhi. You came across the following advertisement in 'The Times of India' on December 2, 2009.

Destination Moon! Destination Mars!

The Indian Space Odyssey is set to conquer many new frontiers.

Welcome aboard.

To begin a most exciting journey!

Join IIST, Sign up for ISRO

Write a letter of enquiry to the Director, Indian Institute of Space Science and Technology, Thiruvananthapuram, asking for details of the programmes offered, entrance examination to be held, duration, course fees and placement service provided.

5. The aim of a progressive educator is to provide learning in a stress-free environment. A congenial environment plays a major role in a child's holistic development. Write an article on the topic, 'Role of Environment in Holistic Growth' in 200 words. Use the input given below:

**10 marks**

Favourable environment - unleashes full potential of child - learning without stress and fear - maximum output - child happy and relaxed - healthy competition

**OR**

You are Vinod/Vimla, a student of Futuristic Public School, New Delhi. Prepare a speech for the assembly in not more than 200 words on the following topic:

'Commercial Advertisements: a Boon or a Curse of the 21st Century'. Use the input given below:

- Attractive advertisements - glorify product in a consumerist society - do not give full information - people easily duped-cause greed and dissatisfaction if unaffordable
- Create general awareness - make it possible to compare products and services

**SECTION - C (Grammar)**

**20 Marks**

6. Rearrange the following sentences sequentially to make complete sense. It describes the stages of writing a biography:

**5 marks**

- (a) Finally, he fits the details in such a way that it fits into an understandable moving whole.



- (b) Then he looks for evidence for inner truths-feelings and desires.
- (c) Biography is both a craft and an art.
- (d) A biographer begins with research, gathering all the available information about a person's life.
- (e) With all the collected information he proceeds to write the story.

7. This year, Bravery Award winners included six year old twins who saved a child from a bull and a ten year old boy who foiled a robbery attempt. As a young reporter, talk to some of the award winners. Prepare a set of five questions. **5 marks**

Example: Good morning, congratulations for the award.

Thanks, I am quite happy.

Narrate your act of courage

Saw a bull charging, foiled a robbery

Your thoughts

Saving people

Scared

No, thought of helping

what inspired you

fearlessness, stories of valour

in future if any other opportunity

no hesitation in helping

8. The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example: **5 marks**

	Incorrect	Correct
According to the UNICEF report more than	the	a
(1) a third of the world child brides are from India,		
(2) leaving children at an increased risk on exploitation		
(3) despite the country's growing modernity but economic		
(4) wealth. Nearly 25 million women over India were married		
(5) in 2007 by the age of 18, said the report, who noted that		

- (6) children in India, Nepal and Pakistan will be engaged or
- (7) even married before they turn 10. Millions of children are
- (8) also being forced to work in harmful condition, or face violence
- (9) and abuse at home and outside, suffer physical and
- (10) psychological harm beside wide-reaching effects, the report said.

9. **Saina Nehwal** is an Indian badminton player. Currently ranked number 6 in the world by Badminton World Federation, Saina is the first Indian woman to reach the 'singles quarterfinals at the Olympics and the first Indian to win the World Junior Badminton Championship. You are Kamal/Kavita a reporter for Times Today. You have to interview Saina. Frame 10 interview questions based on the given input.

**5 marks**

born in Hisar, Haryana and spent her life in city of Hyderabad; wake up at 6 every morning and head to the stadium 20 km away - two hours of practice - travelling nearly 50 km a day to accommodate the training schedule - extra training sessions; rising cost of her training - Saina's father withdrew money from his savings 2002; sports brand Yonex offered to sponsor Saina's kit; in 2005 spotted by Mittal trust; in 2006 first Indian woman to win a 4-star tournament; Phillipines Open-entering the tournament as the 86th seed, stun several top seeded players; the Most promising player in 2008; rewarded with Arjuna Award in August, 2009; her coach, Shri Gopichand was also rewarded with Dronacharya A ward at the same time.

**SECTION -D (Literature)**

**35 Marks**

10. Choose any **one** of the extract and answer the questions that follow:

**7 marks**

Who hath not seen thee oft amid thy store?

Sometimes whoever seeks abroad may find

Thee sitting careless on a granary floor

Thy hair soft-lifted by the winnowing wind;

- (a) Who is the person being addressed to in these lines as 'thee' ? What is the poetic device used here?

$\frac{1}{2} + \frac{1}{2} = 1$

- (b) What is the person referred to in these lines doing? Why is her/his hair being lifted?

$1 + 1 = 2$

- (c) What are the other activities the person is involved in ?

**2**

- (d) How are the activities mentioned in these lines different from those taking place before this as described in the first stanza? 1 + 1 = 2

**OR**

Incredulously the laced fingers loosen

Slowly sensation by sensation from their warm interchange

And stiffen like frosted flowers in a November garden

- (a) Name the poem and the poet. 1
- (b) What is being described in the above lines? 1
- (c) Pick out the poetic device in the above lines and name it.  $\frac{1}{2} + \frac{1}{2} = 1$
- (d) Explain the term 'stiffen like frosted flowers in the November garden'. 2
- (e) Why has the narrator used the word 'incredulously' ? 2
11. Answer any two of the following in not more than 50 words each: 2 x 4 = 8 marks
- (a) What are the reasons that make fighting in a war traumatic for the combatants?
- (b) How do we know that the bird in the poem, 'Sympathy' has a never-say-die spirit and is not ready to give up without a fight?
- (c) Describe any two similes used in the poem, 'Ars Poetica' which bring out the qualities of a good poem.

12. Answer the following question: 5 marks

'Once you had started you had to go on. There was no turning back.'

- (a) Who said these words? To whom were they spoken ?  $\frac{1}{2} + \frac{1}{2} = 1$
- (b) Why does the speaker make this comment? 2
- (c) Do you think the speaker was right in his/her assessment? Give reasons for your answer. 2

**OR**

Mr. White: "Ay, I had a bad night"

Mrs. White: "It was the storm I expect"

Was Mr. White's sleep disturbed because of the storm? Give reasons for your answer. Answer in 80-100 words.

13. Answer any **two** of the following in about 50 words each: **2 x 4 = 8 marks**

- (a) How did Lisa become a real actress?
- (b) What sort of an environment should a school provide a student to make them perform a task well, according to Einstein?
- (c) Why was the young boy sitting in the litchi tree in the lesson, 'What's Your Dream' ?

14. Answer the following question in 100-125 words: **7 marks**

After meeting the comedians and agreeing to allow Robichon to masquerade as him at Appeville Sous Bois, Jacques Roux writes a diary entry recording the reasons why he approached the comedians, his feelings at Robichon's proposal and his reason for agreeing to it. Write the diary entry.

**OR**

Mrs. Malik and her daughter-in-law are quite similar to one another. Do you agree? Give your opinion about this statement.

**QUESTION PAPER CODE 212**  
**SECTION A : READING**

1. Read the following passage and answer the questions that follow: **12 marks**

- 1 Why should I meet young students in particular? Seeking the answer I went back to my student days. From the island of Rameswaram, what a great journey it's been! Looking back it all seems quite incredible.
- 2 What was it that made it possible? Hard work? Ambition? Many things come to my mind. I feel the most important thing was that I always assessed my worth by the value of my contribution. The fundamental thing is that you must know that you deserve the good things of life, the benefits that God bestows. Unless our students and young believe that they are worthy of being citizens of a developed India, how will they ever be responsible and enlightened citizens?
- 3 There is nothing mysterious about the abundance in developed nations. The historic fact is that the people of these nations - the G8 as they are called - believed over many generations that they must live a good life in a strong and prosperous nation. The reality became aligned with their aspirations.
- 4 I do not think that abundance and spirituality are mutually exclusive or that it is wrong to desire material things. For instance, while I personally cherish a

life with minimum of possessions, I admire abundance, for it brings along with it security and confidence, and these eventually help preserve our freedom. Nature too does not do anything by half measures, as you will see if you look around you. Go to a garden. In season, there is a profusion of flowers. Or look up. The universe stretches into infinitude, vast beyond belief.

- 5 All that we see in the world is an embodiment of energy. We are a part of the cosmic energy too, as Sri Aurobindo says. Therefore when we begin to appreciate that spirit and matter are both part of existence, are in harmony with each other, we shall realize that it is wrong to feel that it is somehow shameful or non-spiritual to desire material things.
- 6 Yet, this is what we are often led to believe. Certainly there is nothing wrong with an attitude of making do with the minimum, in leading a life of asceticism. It has to be a matter of choice. You follow such a lifestyle because it answers a need that arises from deep within you. However, making a virtue of sacrifice and what is forced upon you - to celebrate suffering - is a different thing altogether.
- 7 This was the basis of my decision to contact our young. To know their dreams and tell them that it is perfectly all right to dream of a good life, an abundant life, a life full of pleasures and comforts, and work for that golden era. Whatever you do must come from the heart, express your spirit, and thereby you will also spread love and joy around you.

- An excerpt from 'Ignited Minds'

- (a) On the basis of your understanding of the passage, answer the following questions:
- |  |   |
|--|---|
| (i) Which journey is the author talking about? What has been its purpose ?   | 2 |
| (ii) Name four things that contribute to progress in one's life.             | 2 |
| (iii) What is the secret behind the affluence of developed nations?          | 1 |
| (iv) Which common notion does the author challenge? How does he justify it ? | 2 |
| (v) What message does the author give to the young people?                   | 1 |
- (b) Pick out the words which mean the opposite of the following: 1x4 = 4
- |                            |  |
|----------------------------|--|
| (i) Ignorant (para 2)      |  |
| (ii) Scarcity (para 4)     |  |
| (iii) Condemn (para 5)     |  |
| (iv) Epicureanism (para 6) |  |

2. Read the passage and answer the questions that follow:

8 marks

The modern garden has a history going back many thousands of years. Early humans were hunters and gatherers and usually did not stay in one place for a long time. Instead, they travelled from place to place following the food (plants and animals) according to the seasons. During the Neolithic period this slowly began to change; humans started to domesticate certain plants which meant they could remain in one place and grow their own food. The first 'garden' was a vegetable garden, where early humans cultivated different types of plants for food.

Evidence of early agriculture includes edible plants such as wheat and lentils and also includes more ornamental plants for decorative purposes. Plants for medicine were grown as were herbs and spices for flavouring or preserving food.

Certain plants also had religious or spiritual value and were not only grown because they were useful or edible but had a religious significance. They were planted to honour the Gods or used in religious ceremonies. Certain plants were sacred, for instance the tulsi. The ancient Greeks planted groves for their Gods, and many cultures believed that gardens were holy.

Gardens were a way to show that their owners were rich or powerful. Ancient rulers created huge gardens to display their wealth, in the same way that large places were symbols of prosperity. Sir Francis Bacon described gardens as "purest of human pleasures." The ancient Greeks believed that growing food was a job for the poor but gardens were places for enjoyment and contemplation. The English word 'Paradise' comes from the Persian word 'Pairidaeza' meaning a walled space; garden. One of the most famous early gardens was the Hanging Garden of Babylon. One of the Seven Wonders of the Ancient World, it was created 2,600 years ago, near the river Euphrates. It was designed so that the river could continually irrigate it and as a result was green all year around.

As gardens have developed over the years, design and beauty have become more and more important. Humans have learnt about Nature and to design gardens precisely, like a work of art or building. The gardens of Versailles, in France and our very own Mughal Gardens at the Rashtrapati Bhavan are excellent examples of "Garden Architecture" - everything is symmetrical and even the trees are pruned to fit in with the design.

Carefully planned or not, gardens are still beautiful and relaxing places to visit. On a fine day you might even find a little part of Paradise if you look hard.

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Using the notes write a summary of the above passage in 80 words. 3

## SECTION B - WRITING

25 Marks

3. Rosalind/Ravi is very excited on moving into a room of her/his own in the college she/he has just joined after passing out of school. She/He writes a description of the room in her/his diary. You are Rosalind/ Ravi. Write the description in not more than 80 words.

5 marks

**OR**

You are a member of your school environment club. On the occasion of 'World Save Energy Day' you and the other club members decide to create awareness about the urgent need to conserve electricity by designing a poster highlighting the merits of conserving electricity. Design the poster in not more than 50 words.

4. Career Counselling workshops have become a regular feature for the students of senior classes (X - XII) in most reputed schools of today. You are Rahul/Rama, a student of class XII of New Model Secondary School, Pune. Write a letter to the editor of a national daily expressing your views on the utility of such workshops in conducting tests to determine one's potential as well as inclination and in making the students aware of the evolving career options of today.

10 marks

**OR**

You are Ritwik/Raveena, staying at D-74 Friends Colony, New Delhi. You came across the following advertisement in 'The Times of India' on December 2, 2009.

Destination Moon! Destination Mars!  
The Indian Space Odyssey is set to conquer many new frontiers.  
Welcome aboard. To begin a most exciting journey!  
Join IIST, Sign up for ISRO

Write a letter of enquiry to the Director, Indian Institute of Space Science and Technology, Thiruvananthapuram, asking for details of the programmes offered, entrance examination to be held, duration, course fees and placement service provided.

5. The aim of a progressive educator is to provide learning in a stress-free environment. A congenial environment plays a major role in a child's holistic development. Write an article on the topic 'Role of Environment in Holistic Growth' in 200 words. Use the input given below:

10 marks

Favourable environment - unleashes full potential of child -  
learning without stress and fear - maximum output - child happy  
and relaxed - healthy competition

**OR**

You are Vinod/Vimla, a student of New Era Public School, New Delhi. Prepare a speech for the assembly in not more than 200 words on the following topic: 'Commercial Advertisements: a boon or a curse of the 21st century'. Use the input given below:

- Attractive advertisements - glorify product in a consumerist society - do not give full information - people easily duped - cause greed and dissatisfaction if unaffordable
- Create general awareness - make it possible to compare products and services

**SECTION C - GRAMMAR**

**20 Marks**

**6.** Rearrange the following sentences sequentially to make complete sense: 5 marks

- (a) Elizabeth was in the audience and felt inspired.
- (b) On growing up, Elizabeth realized that there was only one registered woman doctor in the world - Elizabeth Blackwell.
- (c) She argued with her father that if women could become efficient nurses like Florence Nightingale, why couldn't they become doctors.
- (d) When Blackwell visited England she gave a lecture on "Medicine as a profession for ladies".
- (e) Elizabeth Garrett Anderson was born in a rich family, in 1836.

**7.** Gayatri has approached the school counsellor Mrs. C to discuss some problems that she is facing at home. Make five sets of exchanges based on the cues given below. The first one has been done for you as an example: 5 marks

Feeling misunderstood / parents think not studying enough / rude to parents / not dressing appropriately / not helping in housework / talking too much on the phone

*Mrs. C :* Hello Gayatri. What makes you so sad today?

*Gayatri :* The problem is not new. I feel so misunderstood especially at home.

**8.** The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example : 5 marks





**OR**

And is there cause for sorrow  
That in the one small white murder of one kiss  
Are born two ghosts, two Hamlets, two soliloquies,  
Two worlds apart tomorrow?

- (a) Pick up an example of irony from the above lines and explain it. 2
- (b) What is a soliloquy? Who does the word 'two' refer to? 1 + 1 = 2
- (c) Who are the two ghosts and why are they being referred to as Hamlets? 2
- (d) Quote the lines that convey the theme of the poem. 1
- 11.** Answer any **two** of the following in not more than 50 words each: 2x4 = 8 marks
- (a) Autumn is a season of abundance and joy with an underlying sense of sadness. Discuss with reference to the poem, 'Ode to Autumn'.
- (b) What are the feelings of the narrator towards his mother as expressed in the poem, 'Of Mothers, Among Other Things'? Give examples from the poem to justify your answer.
- (c) What does the narrator of the poem, 'Sally in our Alley' want to convey through this line - 'But sure such folks could ne'er beget so sweet a girl as Sally.'? How does he spend time with Sally?

- 12.** Answer anyone of the following in 80 - 100 words: 5 marks
- 'This will be my last act of mercy.'
- How is this statement made by the speaker ironical?

**OR**

What was the second wish made on the monkey's paw? Why was it made? What was the result?

- 13.** Answer any **two** of the following in about 50 words each: 2x4 = 8 marks
- (a) Who were the Censors of Piety and what role did they play in the administration of Asoka's kingdom?
- (b) How does the story, 'Grief' convey the insensitive nature of humans?
- (c) Why does Mrs. Malik feel that the architect had been mocking her all these years?

14. Answer any **one** of the following in 100 - 125 words:

7 marks

Compare and contrast the characters of the two actresses – Lisa from the story, 'The Actress' and Suzanne from the story, 'The Judgement of Paris',

**OR**

Discuss the memories that Robert Lynd has of his childhood. Why does he call some of them 'illusions' ?

## Marking Scheme — Functional English

### *General Instructions :*

1. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks be awarded accordingly.
2. Answer scripts should not be given to the evaluators for evaluation until and unless the given Marking Scheme has been thoroughly discussed with them in a group or individually on the first day of evaluation.
3. The Head Examiner must go through the first five answer scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the Marking Scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. However, the Marking Scheme carries only suggested value points and does not constitute the complete answer.
5. If a question has parts, please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and circled.
6. If a question does not have any parts, marks must be awarded in the left-hand margin.
7. Where marks are allotted separately for content and expression as per the Marking Scheme they have to be reflected separately and then totalled. **This is a mandatory requirement.**
8. A slash (/) in the Marking Scheme indicates alternative answer. If a student writes an answer which is not given in the Marking Scheme but which is equally acceptable, marks should be awarded only in consultation with the Head Examiner.
9. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.
10. If a student writes a single word in response to a short answer type question and it constitutes the core of the answer it should be accepted and awarded full marks.

11. If a student literally lifts a portion of the given passage as an answer to a question, no marks should be deducted for this so long as it is relevant and indicative of the desired understanding on the part of the student especially in Q.1 (Section A) and Q.11 (Section D).
12. Some of the questions may relate to Higher Order Thinking Skills. These, questions are to be evaluated carefully and the student's understanding/analytical ability may be judged.
13. Wherever the word limit is given, no marks to be deducted for exceeding the word limit. However, due credit should be given for precise answers.

QUESTION PAPER CODE 212/1

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION A: (READING) 20 Marks**

**Q1. READING**

**RAS MOHUN**

**TOTAL MARKS : 12**

Under Section A, Reading (Q1) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

**Objective :** To identify and understand main parts of the text.

**Marking :** As marked in the question paper. No penalty for spelling and grammar.

Accept any other word equivalent in meaning to the answers given below.

**Answers :**

- |    |      |  |                  |
|----|------|--|------------------|
| a) | i.   | ● because boys were visually challenged/<br>● to help them run in their tracks (any 1)   | 1 mark           |
|    | ii.  | ● told them to hold metal hoop by string<br>● run with the wire as guide   | 1 mark<br>1 mark |
|    | iii. | ● yes, boys could run fast in their respective tracks /<br>● no. boys were badly hurt (either yes or no with justification)                                    | 1 mark           |
|    | iv.  | ● stationed Sighted Master at finishing post with bell<br>● stretched strong rope at finishing point   | 1 mark<br>1 mark |
|    | v.   | ● novelty / showcased efforts of school to help visually challenged /<br>● the three were the fastest runners skilled at different kinds of races.<br>(any 1 ) | 1 mark           |

- vi. ● wanted to behave like a normal child/wanted to compete on even terms
- they had become so used to running in the tracks that he could run even without the string (anyone)

1 mark

**(b) VOCABULARY**

**Objective :** To deduce the meanings of unfamiliar lexical items.

**Marking :** 1 mark each (4 marks)

- Answers :** b)
1. hoop
  2. modelled
  3. Wrapping
  4. mishaps

**Q 2. Note making and Summarizing**

**Total Marks: 8**

**Objective :** To develop the skill of taking down notes

To develop the extracted ideas into a sustained piece of writing.

**Marking : Note making**

**5 marks**

- |  |         |
|--|---------|
| Heading  | 1 mark  |
| Abbreviations / Symbols<br>(with or without key)<br>(minimum four) | 1 mark  |
| Content<br>(minimum three sub headings)                            | 3 marks |

**Important instructions:**

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

**Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.**

**Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.**

(a) **Note making**

**Note: If the student has attempted only the summary or only the notes, due credit should be given.**

**Suggested Notes**

**Title : Childhood Obesity**

1. Unhealthy global trends / Reality check
  - a. 2007-22 million children below 5yrs obese
2. Complications
  - a. thickness of artery like 45 yr old
  - b. juv. diabetes
    - i. problem of the west-US, UK
    - ii. developing countries -Brazil, Thailand, China
3. Obesity in India
  - i. prevalent among upper socio economic class
  - ii. urban Delhi-37% youngsters overweight
4. Reasons for rise in obesity
  - a. changed dietary habits
    - i. access and choice of middle class
    - ii. compulsion of mod. upper class
    - iii. parents working
    - iv. prefer easy processed food
  - b. drop in physical activity
5. Measures to fight obesity
  - a. concerted efforts of govt. schools, families
  - b. educate parents
  - c. not associate overweight with being 'healthy'

**Key to Abbreviations**

1. yrs. - years
2. juv. - juvenile
3. & - and
4. govt. - government
5. mod. - modern

- Note:** 1. Any abbreviations done by the students should be accepted.  
 2. No student to be penalized if they have not given a key to abbreviations.

**(b) SUMMARY**

- Objective: 1) To expand notes (headings and sub-headings) into a summary  
 2) To test ability of extraction

Marking:	Content	2 marks
	Expression	1 mark

**Note:** Considering the numerous facts mentioned in the notes about obesity, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

**SECTION B (WRITING) TOTAL - 25 MARKS**

In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.

**Q.3. OPTION-1**

**POSTER EDUCATION FOR ALL TOTAL - 5 MARKS**

**Objective:** To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

**Marking:** Content 3 marks  
 (To include heading and issuing authority)

**Suggested Value Points**

1. create awareness about education
2. importance of education
3. steps /measures to spread education
4. appropriate slogans

**Expression** Coherence and relevance of ideas, accuracy and style 2 marks  
 Due credit should be given for creativity and economy of words



**Option-2**

**FORMAL INVITATION CARD**

**TOTAL - 5 MARKS**

**Objective:** To use an appropriate style to draft a formal card

**Marking:**

**Format**

**1 mark**

name of the organizers

½ mark

mentioning RSVP with name/phone no.

½ mark

**Content**

**2 marks**

- mention the event - play “Alexander” ½ mark
- time, date, venue ½ mark
- purpose of the invitation – Golden Jubilee ½ mark
- name of chief guest Mr. Abraham ½ mark

**Expression**

- Coherence and relevance of ideas and style **2 marks**

**Q.4. Option -1**

**LETTER TO THE EDITOR - CAREER COUNSELLING**

**TOTAL -10 MARKS**

**Objectives:** To use an appropriate style to write a formal letter.  
To plan, organize and present ideas coherently

**Marking:**

**Format**

**2 marks**

- ( 1. sender’s address, 2. date
- 3. address of the addressee
- 4. salutation. 5. subject
- 6. complimentary close
- 7. sender’s signature/name)

**Content**

**4 marks**

**Suggested value points**

- mention of counselling workshops- regular feature
- utility of such workshops
- advantages
- disadvantages (if any)

**Expression:** **4 marks**

- Grammatical accuracy, appropriate words and spellings 2 marks
- coherence and relevance of ideas and style 2 marks

**Or**

**Option -2**

**LETTER SEEKING INFORMATION - INSTITUTE OF SPACE SCIENCE**

**TOTAL -10 MARKS**

**Objectives:** To use an appropriate style to write a formal letter

To plan, organize and present ideas coherently

**Marking: Format** 2 marks

1. sender's address
2. date
3. address of the addressee
4. salutation
5. subject
6. complimentary close
7. sender's signature/name

**Content** 4 marks

**Suggested value points**

- asking for details of programs offered
- entrance examination (date, time, venue)
- duration of the course
- fee structure
- placement opportunities
- other relevant questions

**Expression** 4 marks

- Grammatical accuracy, appropriate words and spellings 2 marks
- coherence and relevance of ideas and style 2 marks

**Q.5. Option -1**

**ARTICLE – ROLE OF ENVIRONMENT ON HOLISTIC GROWTH**

**Objective:** To write in a style appropriate to the given situation.

To plan, organize and present ideas coherently.

<b>Marking: Format</b>		1 mark
heading and writer's name		
<b>Content</b>		4 marks
<b>Expression</b>		5 marks
(Grammatical accuracy,		
appropriate words and spellings	2 ½ marks	
coherence and relevance of ideas and style	2 ½ marks	
<b>Suggested value points</b>		
- importance of favourable environment		
- effect on child's potential		
- stress free learning leads to maximum output		
- leads to healthy competition		
(any other relevant point)		

**Option - 2**

**SPEECH - COMMERCIAL ADVERTISEMENTS - BOON OR CURSE**

**TOTAL - 10 MARKS**

**Objective:** To write in a style appropriate to the given situation.  
To plan, organize and present ideas coherently.

**Marking: Content** 5 marks  
(to include greeting and thanking)

**Suggested Value points**

**Any view point based on given input**

Curse

- attractive advertisements, glorify products
- incomplete information, people duped
- leading to greed/dissatisfaction, if unaffordable

Boon

- create awareness
- make it possible to compare products
- improve products/services / quality
- educates society

**Expression** 5 marks

- Grammatical accuracy, appropriate words and spellings 2½ marks
- coherence and relevance of ideas and style 2½ marks

**SECTION C (GRAMMAR)**

**20 MARKS**

In Section C care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.

**Q6. REARRANGING**

**TOTAL: 5 MARKS**

**Objectives:** To be able to present ideas in grammatically logical sequence

5 marks

**Marking:** 1 mark for every correct answer

**Answer**

- (c) Biography is both a craft and an art
- (d) A biographer begins with research, gathering all the available information about a person's life
- (b) Then he looks for evidence for inner truths - feelings and desires
- (c) with all the collected information he proceeds to write a story
- (a) Finally he fits the details in such a way that it fits into an understandable moving whole

**Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**Objectives:** To be able to extend a situation into a meaningful dialogue.

**Marking:** 1 mark each for every correct exchange provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

**Note:** **The dialogues could include conversation with both the twins / either of the twins / each twin separately or any other award winner**

**Marks have to be awarded if a student has framed 5 questions instead of 5 sets of exchanges**

### Sample Answers

1. Q: Would you like to narrate your act of courage?  
A: I saved a child from a charging bull/ foiled a robbery /  
I saved a child from a charging bull and foiled a robbery.
2. Q: What were your thoughts at that time?  
A: I wanted to save the people/child.
3. Q: Were you scared?  
A: No. I only thought of helping the boy / people / child.
4. Q: What inspired you?  
A: My fearlessness and stories of valour read by me.
5. Q: Would you do the same in future?  
A: Yes, I will not hesitate to help those in trouble.

### Q.8. EDITING

**TOTAL: 5 MARKS**

**Objectives:** To use grammatical items appropriately

**Marking:** ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However no marks are to be deducted if the candidate has given only the correct words.

	<u>Incorrect</u>	–	<u>Correct</u>
1.	World	–	world's
2.	on	–	of
3.	but	–	and
4.	over	–	in
5.	who	–	which
6.	will	–	would
	in	–	from
	no error		
	will be	–	were / are
7.	turn	–	turned / no error
8.	condition	–	conditions
9.	suffer	–	suffering
10.	beside	–	besides

**Note: Sentence 6 has 4 options as indicated above**

**Sentence 7 has 2 options as indicated above**

**Q9. FRAMING QUESTIONS****TOTAL-5 MARKS****Objectives:** To understand the context and frame relevant and appropriate questions.**Marking:** ½ mark each for every accurate question framed**Note:** No marks to be awarded if there is any inaccuracy. The ten questions should cover at least two of the areas specified for the interview in the given input. Any other suitable questions may be acceptable**SECTION D: LITERATURE****TOTAL -35 MARKS****Q10. REFERENCE TO CONTEXT****TOTAL- 7 MARKS**

Under Section D. (Q10) question has been designed to test a students' understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks If the answer deserves it.

**Objective:** To test students' comprehension of poetry- local. Global, interpretative. inferential and evaluative**Marking:** 7 marks**OPTION (1) ODE TO AUTUMN**

- a) Autumn; personification ½ + ½ mark
- b) sitting on the granary floor, hair lifted in the wind 1 + 1 mark
- c) sitting, winnowing, reaping, harvesting, gleaning, sleeping, watching the cider press  
(any four) ½ + ½ + ½ + ½ mark
- d) It is more slow paced, lethargic, earlier it was hectic / The mentioned activities are all farming activities In preceding stanza the ripening and swelling of fruits and vegetables, blooming of flowers, collection of nectar by bees, is described 1 + 1 mark

**OPTION (2) CURTAIN**

- a) Curtain - Helen Spalding ½ + ½ mark
- b) separation of two lovers 1 mark
- c) “stiffen like frosted flowers in a November garden”; simile ½ + ½ mark

- d) It refers to the emotional state of two lovers which becomes cold and numb due to the pain and shock caused by the separation 1 + 1 mark
- e) To show how unbelievable, difficult to understand / sudden / shocking the separation has been / how quickly the emotions have changed for the lovers (any two) 1 + 1 mark

### Q11. POETRY

**TOTAL 4X2 = 8 MARKS**

**Objectives:** To test students' comprehension of poetry - local and global

**Marking:** Content: 3 marks

Expression: 1 mark

- a) They lose their friends;
- are haunted by the scenes of war / ghosts of dead companion .
  - realize war was not glorious after all / disillusionment/ indifference of the politicians and non-combatants
  - suffer from neurasthesia / shell shock / physical, emotional and mental injuries
- (any three)
- b) He keeps on beating against the bars of his cage / doesnot give up
- wings wounded, bleed openly, causing old scars to open
  - sends a prayer begging and hoping for freedom (any three)
- c) Poem has been compared to
- globed fruit - showing it is something to be relished and is complete in itself
- medallion - to be cherished / close to the heart
- worn stone casement ledges - classical element that transcends the barriers of time and age
- flight of birds - emphasizing its ability to lift the readers to sublime heights, to emphasize rhythm and harmony
- motionless in time as the moon climbs – understanding of poem subtle and imperceptible (any two)

### Q12. PLAY

**TOTAL-5 MARKS**

**Objectives:** To test the students' ability to comprehend plays, understand character etc.

<b>Marking:</b> Content:	3 marks
Expression:	2 marks

**OPTION (1) AN ADVENTURE STORY**

- Queen Mother to Alexander
- She replies to his question whether he could have contained his ambition at any time in the past. She was aware his ambition was too deep rooted to let him rest in peace.
- Any answer either in favour or against - with evidence

**OR**

**OPTION (2) MONKEY'S PAW**

**Suggested answer**

- No, because Mr. White had been expecting his wish for 200 pounds to be fulfilled
- had been anxious, tense and excited
- had been waiting for something unexpected to happen
- had felt the paw move in his hands
- was fearful / apprehensive about outcome of wish

**OR**

Yes, with a suitable justification

**Q13. FICTION**

**TOTAL 4X2=8 MARKS**

**Objective:** To test students' ability to comprehend, interpret and evaluate prose texts

<b>Marking:</b> Content	-	3 marks
Expression	-	1 mark

- The pain she suffered at the death of her love, Doronin made her identify with the pain and suffering of the characters she portrayed. Acting was no longer mouthing lines but portraying true feelings.
- Not over competitive: child should work for the pleasure of learning and to know how the result of his work benefits society; should nurture independent thinking minds.
- he wanted some private space; had to share room in the house: was a dreamer and was daydreaming in the tree without any interruption



#### Q14. LONG ANSWERS - FICTION

Total 7 marks

**Objectives:** To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking:** Content – 4 marks  
Expression – 3 marks

#### Option -1 JUDGEMENT OF PARIS

**Note:** Marks should be awarded for the students' creativity

#### Suggested Value Points:

- meeting the comedians at the cafe
- asking for help to deal with stage fright
- Robichon's proposal
- accepting his offer both for the money and the publicity
- looking forward to the lecture
- wondering what will happen

#### Option-2 ROOM 10'x 8'

#### Suggested Value Points:

Accept both yes and no for an answer as the question is open ended.

#### Similarities

- Mrs. Malik and daughter-in-law quite similar in their approach to their mothers-in-law
- both insensitive
- both dominating personalities - husbands passive
- both quite modern

#### Differences

- Mrs. Malik
  - very hard working
  - practical - accepts government rent
    - accepts daughter-in-law's position as mistress of the house
- Daughter-in-law
  - fashionable
  - wears loud colours
  - happy to get a house without really working towards its constructions
  - speaks English to exclude mother-in-law from conversation

QUESTION PAPER CODE 212

EXPECTED ANSWERS/VALUE POINTS

SECTION A: (READING) 20 Marks

**Q1. READING**

**OFF THE BEATEN TRACK**

**TOTAL MARKS: 12**

Under Section A, Reading (Q1) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

**Objective :** To identify and understand main parts of the text.

**Marking :** As marked in the question paper. No penalty for spelling and grammar.

Accept any other word equivalent in meaning to the answers given below.

**Answers: (a)**

- i. journey of life / journey through his school days / long journey from Rameshwaram to his present position 1 mark  
to address / advice the youth  
to know their dreams and motivate them 1 mark
- ii. hard work; ambition; assessing one's self worth by the value of his contribution; self confidence  $\frac{1}{2} \times 4 = 2$  marks
- iii. The belief that one deserves the best / that they must live a good life in a strong and prosperous nation 1 mark
- iv. that abundance and spirituality are mutually exclusive / it is wrong to desire material things 1 mark  
abundance brings with it security and confidence / helps to preserve our freedom 1 mark
- v. whatever one does must come from the heart and express ones's spirit / it's alright to dream of a life of abundance / to work for the golden era / to express your spirit / spread love and joy around you (anyone) 1 mark

**Q1.2 VOCABULARY**

**Objective :** To deduce the opposites of unfamiliar lexical items.

**Marking :** 1 mark each (4 marks)

- Answers :** b) i. enlightened  
ii. abundance / profusion  
ii. appreciate  
iv. asceticism

**Q 2. Note making and Summarizing**

**Total Marks: 8**

**Objective :** To develop the skill of taking down notes

To develop the extracted ideas into a sustained piece of writing.

**Marking : Note making**

**5 marks**

Heading 1 mark

Abbreviations / Symbols 1 mark  
(with or without key)  
(minimum four)

Content 3 marks  
(minimum three sub headings)

**Important instructions:**

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

**Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.**

**Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.**

**(a) Note making**

**Note: If the student has attempted only the summary or only the notes, due credit should be given**

**Suggested Notes**

**Title: History of Gardens**

**or**

## **Any other suitable title**

### **1. Evolution of Garden**

- a. early man went in search of plants
- b. Neolithic period - man started to grow his own food
  - i. first garden - veg. garden

### **2. Early Agriculture**

- a. different types of plants grown
  - i. edible
  - ii. ornamental
  - iii. medicinal

### **3. Significance of Gardens**

- a. certain plants had rel., spiritual value
  - i. used to honour gods
- b. display of wealth & power
- c. garden as a paradise
  - i. e.g. hanging gardens of Babylon

### **4. Garden Architecture**

- a. design & layout of garden became imp.
  - i. symmetrical - trees pruned to fit design
- b. garden - a work of art

## **Key to Abbreviations**

- 1. veg. – vegetable
- 2. eg. – example
- 3. med. – medicine
- 4. rel. – religious

- Note:** 1. Any other suitable abbreviations done by the students may be accepted.  
2. No student to be penalized if they have not given a key to abbreviations separately.

**(b) SUMMARY**

Objective:1)To expand notes ( headings and sub-headings) into a summary

2)To test ability of extraction

Marking: Content 2 marks

Expression 1 mark

**Note:** Considering the numerous facts mentioned in the notes, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

**SECTION B (WRITING)**

**TOTAL - 25 MARKS**

In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.

**Q.3. OPTION 1**

**FACTUAL DESCRIPTION**

**TOTAL - 5 MARKS**

**Objective:** Writing a factual description of a place in an appropriate style

**Marking:** 5 Marks

**Note:**

Heading ½ mark

Content 2 ½ marks

**Suggested Value Points**

- size
- location
- description of layout
- arrangement of furniture / decor
- ventilation / view

Expression 2 marks

Coherence and relevance of ideas and style

**Note :** Can be presented as a diary entry. No penalty for format.

## OPTION-2

### POSTER                                      WORLD SAVE ENERGY DAY                                      TOTAL - 5 MARKS

**Objective:** To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

**Marking:** Content                                      3 marks  
(to include heading and issuing authority)

#### **Suggested Value points**

- highlight the need to conserve electricity - its merits
- measures to be taken
- appropriate slogans

Expression                                      2 marks

Coherence and relevance of ideas and style

## Q.4. Option -1

### LETTER TO THE EDITOR - CAREER COUNSELLING                                      TOTAL -10 MARKS

**Objectives:** To use an appropriate style to write a formal letter.  
To plan, organize and present ideas coherently

**Marking:** Format                                      2 marks  
( 1. sender's address, 2. date  
3. address of the addressee  
4. salutation. 5. subject  
6. complimentary close  
7. sender's signature/name)

Content                                      4 marks

#### **Suggested value points**

- mention of counselling workshops- regular feature
- utility of such workshops
- advantages
- disadvantages (if any)

**Expression:**                                      4 marks

(Grammatical accuracy, appropriate words and spellings                                      2 marks

coherence-and relevance of ideas and styler)                                      2 marks

Or

**Option -2**

**LETTER SEEKING INFORMATION - INSTITUTE OF SPACE SCIENCE**

**TOTAL -10 MARKS**

**Objectives:** To use an appropriate style to write a formal letter

To plan, organize and present ideas coherently

**Marking: Format**

**2 marks**

1. sender's address
2. date
3. address of the addressee
4. salutation
5. subject
6. complimentary close
7. sender's signature/name

**Content**

**4 marks**

**Suggested value points**

- asking for details of programs offered
- entrance examination (date, time, venue)
- duration of the course
- fee structure
- placement opportunities
- other relevant questions

**Expression**

**4 marks**

- Grammatical accuracy,  
appropriate words and spellings **2 marks**
- coherence and relevance of ideas and style **2 marks**

**Q.5. Option -1**

**ARTICLE – ROLE OF ENVIRONMENT ON HOLISTIC GROWTH**

**Objective:** To write in a style appropriate to the given situation.

To plan, organize and present ideas coherently.

**Marking: Format** 1 mark

(heading and writer's name)

**Content** 4 marks

**Expression** 5 marks

- Grammatical accuracy, appropriate words and spellings 2 ½ marks
- coherence and relevance of ideas and style 2 ½ marks

**Suggested value points**

- importance of favourable environment
- effect on child's potential
- stress free learning leads to maximum output
- leads to healthy competition

**Option - 2**

**SPEECH - COMMERCIAL ADVERTISEMENTS - BOON OR CURSE**

**TOTAL - 10 MARKS**

**Objective:** To write in a style appropriate to the given situation.

To plan, organize and present ideas coherently.

**Marking: Content** 5 marks

(to include greeting and thanking)

**Suggested Value points**

**Any view point based on given input**

Curse

- attractive advertisements, glorify products
- incomplete information, people duped
- leading to greed/dissatisfaction, if unaffordable

Boon

- create awareness
- make it possible to compare products
- improve products/services / quality
- educates society



**Expression** 5 marks

- Grammatical accuracy, appropriate words and spellings 2½ marks
- coherence and relevance of ideas and style 2½ marks

**SECTION C (GRAMMAR)**

**20 MARKS**

In Section C, care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.

**Q6. REARRANGING**

**TOTAL: 5 MARKS**

**Objectives:** To read and arrange sentences in a sequential order 5 marks

**Marking:** 1 mark for every correct answer

**Answer**

- a. Elizabeth Garrett Anderson was born in a rich family, in 1836.
- b. On growing up, Elizabeth realized that there was only one registered woman doctor in the world - Elizabeth Blackwell.
- c. When Blackwell visited England she gave a lecture on “Medicine as a profession for ladies.”
- d. Elizabeth was in the audience and felt inspired.
- e. She argued with her father that if women could become efficient nurses like Florence Nightingale, why couldn't they become doctors.

**Q7. DIALOGUE WRITING**

**TOTAL: 5 MARKS**

**Objectives:** To extend the given input into a meaningful dialogue.

**Marking:** ½ mark each for every correct dialogue provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

**Sample Answers:**

1. Mrs. C: Do you at times feel misunderstood?  
Gayatri: Yes, everywhere, especially at home.
2. Mrs. C: Are your parents happy at the number of hours you put in for your studies?  
Gayatri: No. They feel I am not studying enough.

3. Mrs. C: Do they have any other complaints against you?  
Gayatri: Yes. they do. They often say that I am rude.
4. Mrs. C: What is their view on the way you dress?  
Gayatri: Well, they say that I do not dress appropriately on many occasions.
5. Mrs. C: Do you help your mother in housework?  
Gayatri: I have so much of school work that I have no time to help.
6. Mrs. C: Do you talk too much on the phone?  
Gayatri; There is always so much to catch up on especially if I have been absent for a day from school.

**(Any other suitable exchange may be accepted)**

**Q.8. EDITING**

**TOTAL: 5 MARKS**

**Objectives:** To use grammatical items appropriately

**Marking:** ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However, if only the correct words are given marks are to be awarded.

	<u>Incorrect</u>	–	<u>Correct</u>
1.	didn't	–	don't
2.	under	–	in/inside/below
3.	has	–	have
	throat	–	throats
4.	a	–	the
	and	–	which
5.	must	–	can
	no error		
	must be	–	is
6.	it	–	them
7.	crush	–	crushed
8.	they	–	it
9.	this	–	which
10.	will	–	can

**Note :**      **Sentence 2 has 3 options as indicated above**  
**Sentence 3 has 2 options as indicated above**  
**Sentence 4 has 2 options as indicated above**  
**Sentence 5 has 3 options as indicated above**

**Q9. FRAMING QUESTIONS**

**TOTAL-5 MARKS**

**Objectives:** To understand the context and frame relevant and appropriate questions.

**Marking:** ½ mark each for every accurate question framed

**Note:** No marks to be awarded if there is any inaccuracy. The ten questions should cover at least any of the two areas specified for the interview in the given question.

**Suggested Answers:**

1. Do you check the material of the clothes that you buy?
2. Do you look at the price before buying clothes?
3. Do you buy branded clothes?
4. Do you give importance to style while buying clothes?
5. Do you give preference to the utility of the clothes that you buy?
6. Do you buy bright coloured clothes?
7. Do you give importance to the design of the clothes?
8. Are you influenced by the choices of your parents and friends?
9. Do you prefer buying clothes from boutiques?
10. Do you mind buying clothes from smaller shops?

**SECTION D: LITERATURE**

**TOTAL -35 MARKS**

Under Section D (Q10) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

**Q10. REFERENCE TO CONTEXT**

**TOTAL- 7 MARKS**

**Objective:** To test students' comprehension of poetry- local, global, interpretative, inferential and evaluative

**Marking:** 7 marks

**Answers:**

**OPTION (1) SURVIVORS**

- a) the poem is about the ravages / after-effects / damage / destruction due to war both in material, physical and psychological terms 1 mark
- b) - the combatants / survivors  
- they dream of their friends who died in the war / the scenes of war  
1 + 1 mark
- c) the non-combatants call war glorious but it shattered the pride of the soldiers  
- so how could it be glorious? 2 marks
- d) - the survivors of the war 1 mark  
- they have been reduced to a helpless state and have to re-learn the basic processes of life 1 mark

**OPTION (2) CURTAIN**

- a) Ironic that murder leads to birth of ghosts / murder can be white - no bloodshed 1 mark  
Kiss leads to separation creating two lonely souls; from one happy soul they have become two suffering individuals 1 mark
- b) It is a speech that one makes to oneself. 'Two' refers to the two lovers who have separated. 1 + 1 mark
- c) The two lovers are the ghosts. 1 mark  
- called Hamlets due to loneliness / no one to share their grief / debating within themselves regarding decision to separate / whether their decision to separate was right. (any two) 1 mark
- d) Two worlds apart tomorrow 1 mark

**Q11. POETRY**

**TOTAL 4X2 = 8 MARKS**

**Objectives:** To test students' comprehension of poetry - local and global

**Marking:** Content: 3 marks

Expression: 1 mark

## SUGGESTED ANSWERS

- a) The first stanza expresses the feeling of joy at the abundance which is a part of autumn such as blooming flowers, ripening fruits and the feeling that the season will never end.

The second stanza describes the harvesting and the collecting of the grains, a slowing down of the pace of things, preparing for winter.

The third stanza mentions the beauty of the dying day and the sounds associated with this season which has a mournful mood-the bleating of the full grown lambs, the wail of the gnats etc.

- b) Love for his mother mixed with regret/remorse/guilt. He remembers her as a young, active, beautifully adorned mother and is shocked to realize how frail and emaciated she has become - a feather of a one time wing - he feels a choking sensation - 'my tongue licks bark' because he realizes she won't be there too long.
- c) His surprise that such a beautiful girl could be born to people from such a humble background (father cabbage net seller and mother makes laces). He walks with her every Sunday when the Sermon is being delivered in the church.

## Q12. DRAMA

**TOTAL-5 MARKS**

**Objectives:** To test the students' ability to comprehend plays, understand character etc.

**Marking:** Content: 3 marks  
Expression: 2 marks

### OPTION (1) AN ADVENTURE STORY

Alexander makes this remark on his death bed. His last act of mercy is not naming a successor.

Ironic because he had been very cruel and merciless in his life and by not naming a successor he was going to leave the people in greater turmoil as it would lead to fights between his generals who would want to occupy the throne.

**OR**

## OPTION (2) THE MONKEY'S PAW

The second wish was to get dead Herbert come back to life because he died in an accident and mother wanted him back alive They could hear a knocking on the door which became increasingly louder and almost broke down their door. This incident disturbed their peace of mind and emphasized their feeling of loss and sorrow.

### Q13. PROSE

TOTAL 4X2=8 MARKS

**Objective:** To test students' ability to comprehend, interpret and evaluate prose texts

**Marking:** Content - 3 marks  
Expression - 1 mark

- a) They were the officers appointed by Ashoka to ensure that the people followed the rules of Dharma and to ensure no one misused the rules and to protect those who had no family and to see justice was available to every citizen.
- b) It highlights the plight of a cab driver Iona Potapov who wants to share his sorrow at the loss of his son with someone but can't find anyone. He tries talking to people around him but no one is interested and finally he finds solace talking to his horse. It shows how we have lost the ability to sympathize and show compassion to one another.
- c) She feels so because she had always believed that the lady in the sketch had been herself but on the day she finally moves into the house she finds her daughter-in-law standing in the same pose wearing a saree of the same colour. It is then that she realizes that the lady resembled her daughter-in-law more than her. Also all these years she had considered herself the mistress of the house but in reality it was her daughter-in-law who finally became the mistress.

### Q14. PROSE (LONG ANSWERS)

Total 7 marks

**Objectives:** To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking:** Content - 4 marks  
Expression - 3 marks

### OPTION (1)

### CHARACTER SKETCH

**Note:** Marks should be awarded for students' creativity

### **Suggested Value Points:**

#### **Similarity**

- theatre artists / both young actresses

#### **Contrast**

- both as different as chalk from cheese
- Lisa-deep, intense, passionate about her acting and sensitive to the issues around her.
- affected by the suffering of the people and the war
- one-man woman-Doronin love of her life. His death, a traumatic experience.
- Suzanne - frivolous, flirtatious, likes to have admirers, marriage is not a serious issue, makes a game of it.

### **OPTION (2) HUM OF INSECTS**

#### **Suggested Value Points:**

- remembers happy carefree days spent in his garden
- biscuits brought by his aunt
- songs sung by his grandfather
- illusion that everyone who smiles is happy and the beasts of burden are also happy to serve
- illusion that the world existed only as far as the garden gate
- illusion that the happy days would last for ever

# MATHEMATICS

Time allowed : 3 hours

Maximum Marks : 100

## General Instructions:

1. All questions are compulsory.
2. The question paper consists of **29** questions divided into three sections, A, B and C. Section A comprises of **10** questions of one mark each, Section B comprises of **12** questions of **four** marks each and Section C comprises of **7** questions of **six** marks each.
3. All questions in Section A are to be answered in one word, **one** sentence or as per the exact requirement of the question.
4. There is no overall choice. However, internal choice has been provided in **4** questions of **four** marks each and **2** questions of **six** marks each. You have to attempt only **one** of the alternatives in all such questions.
5. Use of calculators is **not** permitted.

## QUESTION PAPER CODE 65/1/1

### SECTION A

Question numbers 1 to 10 carry one mark each.

1. What is the range of the function  $f(x) = \frac{|x-1|}{(x-1)}$  ?
2. What is the principal value of  $\sin^{-1} \left( -\frac{\sqrt{3}}{2} \right)$  ?
3. If  $A = \begin{pmatrix} \cos \alpha & -\sin \alpha \\ \sin \alpha & \cos \alpha \end{pmatrix}$ , then for what value of  $\alpha$  is A an identity matrix?
4. What is the value of the determinant  $\begin{vmatrix} 0 & 2 & 0 \\ 2 & 3 & 4 \\ 4 & 5 & 6 \end{vmatrix}$  ?



5. Evaluate:  $\int \frac{\log x}{x} dx$

6. What is the degree of the following differential equation?

$$5x \left( \frac{dy}{dx} \right)^2 - \frac{d^2y}{dx^2} - 6y = \log x$$

7. Write a vector of magnitude 15 units in the direction of vector

8. Write the vector equation of the following line:

$$\frac{x-5}{3} = \frac{y+4}{7} = \frac{6-z}{2}$$

9. If  $\begin{pmatrix} 1 & 2 \\ 3 & 4 \end{pmatrix} \begin{pmatrix} 3 & 1 \\ 2 & 5 \end{pmatrix} = \begin{pmatrix} 7 & 11 \\ k & 23 \end{pmatrix}$ , then write the value of k.

10. What is the cosine of the angle which the vector  $\sqrt{2} \hat{i} + \hat{j} + \hat{k}$  makes with y-axis?

## SECTION B

Question numbers 11 to 22 carry 4 mark each.

11. On a multiple choice examination with three possible answers (out of which only one is correct) for each of the five questions, what is the probability that a candidate would get four or more correct answers just by guessing?

12. Find the position vector of a point R which divides the line joining two points P and Q whose position vectors are  $(2\vec{a} + \vec{b})$  and  $(\vec{a} - 3\vec{b})$  respectively, externally in the ratio 1:2. Also, show that P is the mid point of the line segment RQ.

13. Find the Cartesian equation of the plane passing through the points A(0, 0, 0) and B(3, -1, 2) and parallel to the line  $\frac{x-4}{1} = \frac{y+3}{-4} = \frac{z+1}{7}$

14. Using elementary row operations, find the inverse of the following matrix:

$$\begin{pmatrix} 2 & 5 \\ 1 & 3 \end{pmatrix}$$

15. Let  $Z$  be the set of all integers and  $R$  be the relation on  $Z$  defined as  $R = \{ (a, b) : a, b \in Z, \text{ and } (a - b) \text{ is divisible by } 5. \}$  Prove that  $R$  is an equivalence relation.

16. Prove the following:

$$\tan^{-1} \sqrt{x} = \frac{1}{2} \cos^{-1} \left( \frac{1-x}{1+x} \right), x \in (0, 1)$$

**OR**

Prove the following:

$$\cos^{-1} \left( \frac{12}{13} \right) + \sin^{-1} \left( \frac{3}{5} \right) = \sin^{-1} \left( \frac{56}{65} \right)$$

17. Show that the function  $f$  defined as follows, is continuous at  $x = 2$ , but not differentiable thereat:

$$f(x) = \begin{cases} 3x - 2, & 0 < x \leq 1 \\ 2x^2 - x, & 1 < x \leq 2 \\ 5x - 4, & x > 2 \end{cases}$$

**OR**

Find  $\frac{dy}{dx}$ , if  $y = \sin^{-1} \left[ x\sqrt{1-x} - \sqrt{x}\sqrt{1-x^2} \right]$

18. Evaluate:  $\int e^x \left( \frac{\sin 4x - 4}{1 - \cos 4x} \right) dx$

**OR**

Evaluate:  $\int \frac{1-x^2}{x(1-2x)} dx$

19. Evaluate:  $\int_{\pi/6}^{\pi/3} \frac{\sin x + \cos x}{\sqrt{\sin 2x}} dx$

20. Find the points on the curve  $y = x^3$  at which the slope of the tangent is equal to the y-coordinate of the point.

21. Find the general solution of the differential equation

$$x \log x \cdot \frac{dy}{dx} + y = \frac{2}{x} \cdot \log x$$

**OR**

Find the particular solution of the differential equation satisfying the given conditions:

$$\frac{dy}{dx} = y \tan x, \text{ given that } y = 1 \text{ when } x = 0.$$

22. Find the particular solution of the differential equation satisfying the given conditions:

$$x^2 dy + (xy + y^2) dx = 0 ; y = 1 \text{ when } x = 1.$$

### SECTION - C

**Question number 23 to 29 carry 6 marks each.**

23. A small firm manufactures gold rings and chains. The total number of rings and chains manufactured per day is atmost 24. It takes 1 hour to make a ring and 30 minutes to make a chain. The maximum number of hours available per day is 16. If the profit on a ring is Rs. 300 and that on a chain is Rs. 190, find the number of rings and chains that should be manufactured per day, so as to earn the maximum profit. Make it as an L.P.P. and solve it graphically.

24. A card from a pack of 52 cards is lost. From the remaining cards of the pack, two cards are drawn at random and are found to both clubs. Find the probability of the lost card being of clubs.

**OR**

From a lot of 10 bulbs, which includes 3 defectives, a sample of 2 bulbs is drawn at random. Find the probability distribution of the number of defective bulbs.

25. The points A(4, 5, 10), B(2, 3, 4) and C(1, 2, -1) are three vertices of a parallelogram ABCD. Find the vector equations of the sides AB and BC and also find the coordinates of point D.
26. Using integration, find the area of the region bounded by the curve  $x^2 = 4y$  and the line  $x = 4y - 2$ .

**OR**

Evaluate:  $\int_0^{\pi} \frac{x \tan x}{\sec x + \tan x} dx$

27. Show that the right circular cylinder, open at the top, and of given surface area and maximum volume is such that its height is equal to the radius of the base.
28. Find the values of  $x$  for which  $f(x) = [x(x - 2)]^2$  is an increasing function. Also, find the points on the curve, where the tangent is parallel to  $x$ -axis.
29. Using properties of determinants, show the following:

$$\begin{vmatrix} (b+c)^2 & ab & ca \\ ab & (a+c)^2 & bc \\ ac & bc & (a+b)^2 \end{vmatrix} = 2abc(a+b+c)^3.$$

**QUESTION PAPER CODE 65/1**

**SECTION A**

**Questions number 1 to 10 carry 1 mark each.**

1. If  $f : \mathbb{R} \rightarrow \mathbb{R}$  be defined by  $f(x) = (3 - x^3)^{1/3}$ , then find  $f \circ f(x)$ .
2. Write the principal value of  $\sec^{-1}(-2)$ .
3. What positive value of  $x$  makes the following pair of determinants equal? .

$$\left| \begin{array}{cc} 2x & 3 \\ 5 & x \end{array} \right|, \left| \begin{array}{cc} 16 & 3 \\ 5 & 2 \end{array} \right|$$

4. Evaluate:

$$\int \sec^2(7 - 4x) dx$$

5. Write the adjoint of the following matrix:

$$\begin{pmatrix} 2 & -1 \\ 4 & 3 \end{pmatrix}$$

6. Write the value of the following integral:

$$\int_{-\pi/2}^{\pi/2} \sin^5 x dx$$

7. A is a square matrix of order 3 and  $|A| = 7$ . Write the value of  $|\text{adj. } A|$ .

8. Write the distance of the following plane from the origin:

$$2x - y + 2z + 1 = 0$$

9. Write a vector of magnitude 9 units in the direction of vector

$$-2\hat{i} + \hat{j} + 2\hat{k}$$

10. Find  $\lambda$  if  $(2\hat{i} + 6\hat{j} + 14\hat{k}) \times (\hat{i} - \lambda\hat{j} + 7\hat{k}) = \vec{0}$ .

## SECTION B

Questions number 11 to 22 carry 4 marks each.

11. A family has 2 children. Find the probability that both are boys, if it is known that

- (i) at least one of the children is a boy,
- (ii) the elder child is a boy.

12. Show that the relation  $S$  in the set  $A = \{x \in \mathbb{Z} : 0 \leq x \leq 12\}$  given by  $S = \{(a, b) : a, b \in \mathbb{Z}, |a - b| \text{ is divisible by } 4\}$  is an equivalence relation. Find the set of all elements related to 1.

13. Prove the following:

$$\tan^{-1} x + \tan^{-1} \left( \frac{2x}{1-x^2} \right) = \tan^{-1} \left( \frac{3x-x^3}{1-3x^2} \right)$$

**OR**

Prove the following:

$$\cos [\tan^{-1} \{ \sin (\cot^{-1} x) \}] = \sqrt{\frac{1+x^2}{2+x^2}}$$

14. Express the following matrix as the sum of a symmetric and a skew symmetric matrix, and verify your result :

$$\begin{pmatrix} 3 & -2 & -4 \\ 3 & -2 & -5 \\ -1 & 1 & 2 \end{pmatrix}$$

15. If  $\vec{a} = \hat{i} + \hat{j} + \hat{k}$ ,  $\vec{b} = 4\hat{i} - 2\hat{j} + 3\hat{k}$  and  $\vec{c} = \hat{i} - 2\hat{j} + \hat{k}$ , find a vector of magnitude 6 units which is parallel to the vector  $2\vec{a} - \vec{b} + 3\vec{c}$ .

**OR**

Let  $\vec{a} = \hat{i} + 4\hat{j} + 2\hat{k}$ ,  $\vec{b} = 3\hat{i} - 2\hat{j} + 7\hat{k}$  and  $\vec{c} = 2\hat{i} - \hat{j} + 4\hat{k}$ . Find a vector  $\vec{d}$  which is perpendicular to both  $\vec{a}$  and  $\vec{b}$  and  $\vec{c} \cdot \vec{d} = 18$ .

16. Find the points on the line  $\frac{x+2}{3} = \frac{y+1}{2} = \frac{z-3}{2}$  at a distance of 5 units from the point  $P(1, 3, 3)$ .

**OR**

Find the distance of the point P(6, 5, 9) from the plane determined by the points A(3, -1, 2), B(5, 2, 4) and C(-1, -1, 6).

17. Solve the following differential equation:

$$(x^2 - 1) \frac{dy}{dx} + 2xy = \frac{1}{x^2 - 1}; |x| \neq 1$$

**OR**

Solve the following differential equation:

$$\sqrt{1 + x^2 + y^2 + x^2 y^2} + xy \frac{dy}{dx} = 0$$

18. Show that the differential equation  $(x - y) \frac{dy}{dx} = x + 2y$ , is homogeneous and solve it.

19. Evaluate the following :

$$\int \frac{x + 2}{\sqrt{(x - 2)(x - 3)}} dx$$

20. Evaluate the following :

$$\int_1^2 \frac{5x^2}{x^2 + 4x + 3} dx$$

21. If  $y = e^{a \sin^{-1} x}$ ,  $-1 \leq x \leq 1$ , then show that

$$(1 - x^2) \frac{d^2 y}{dx^2} - x \frac{dy}{dx} - a^2 y = 0.$$

22. If  $y = \cos^{-1} \left( \frac{3x + 4\sqrt{1 - x^2}}{5} \right)$ , find  $\frac{dy}{dx}$ .

### SECTION C

Questions number 23 to 29 carry six marks each.

23. Using properties of determinants, prove the following:

$$\begin{vmatrix} x & x^2 & 1 + px^3 \\ y & y^2 & 1 + py^3 \\ z & z^2 & 1 + pz^3 \end{vmatrix} = (1 + pxyz)(x - y)(y - z)(z - x)$$

**OR**

Find the inverse of the following matrix using elementary operations:

$$A = \begin{pmatrix} 1 & 2 & -2 \\ -1 & 3 & 0 \\ 0 & -2 & 1 \end{pmatrix}$$

24. A bag contains 4 balls. Two balls are drawn at random, and are found to be white. What is the probability that all balls are white?
25. One kind of cake requires 300 g of flour and 15 g of fat, another kind of cake requires 150 g of flour and 30 g of fat. Find the maximum number of cakes which can be made from 7.5 kg of flour and 600 g of fat, assuming that there is no shortage of the other ingredients used in making the cakes. Make it as an L.P.P. and solve it graphically.
26. Find the coordinates of the foot of the perpendicular and the perpendicular distance of the point P(3, 2, 1) from the plane  $2x - y + z + 1 = 0$ . Find also, the image of the point in the plane.
27. Find the area of the circle  $4x^2 + 4y^2 = 9$  which is interior to the parabola  $x^2 = 4y$ .

**OR**

Using integration, find the area of the triangle ABC, coordinates of whose vertices are A(4, 1), B(6, 6) and C(8, 4).



- 28.** If the length of three sides of a trapezium other than the base is 10 cm each, find the area of the trapezium, when it is maximum.
- 29.** Find the, intervals in which the following function is
- (a) strictly increasing,
  - (b) strictly decreasing.

# Marking Scheme --- Mathematics

## *General Instructions :*

1. The Marking Scheme provides general guidelines to reduce subjectivity in the marking. The answers given in the Marking Scheme are suggested answers. The content is thus indicative. If a student has given any other answer which is different from the one given in the Marking Scheme, but conveys the meaning, such answers should be given full weightage.
2. Evaluation is to be done as per instructions provided in the marking scheme. It should not be done according to one's own interpretation or any other consideration — Marking Scheme should be strictly adhered to and religiously followed.
3. Alternative methods are accepted. Proportional marks are to be awarded.
4. In question(s) on differential equations, constant of integration has to be written.
5. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.
6. A full scale of marks - 0 to 100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

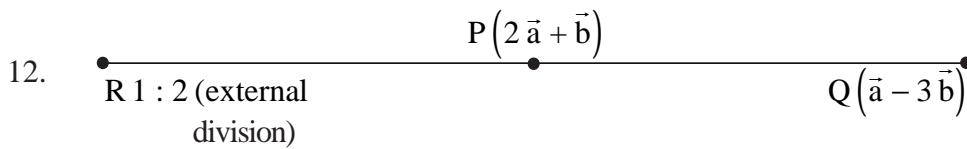
QUESTION PAPER CODE 65/1/1  
**EXPECTED ANSWERS/VALUE POINTS**

**SECTION - A**

- |                                       |  |                       |        |
|---------------------------------------|--|-----------------------|--------|
| 1. Range : $\{-1, 1\}$                | 2. $\frac{-\pi}{3}$  | 3. $\alpha = 0^\circ$ |        |
|                                       |  |                       | 1×10 m |
| 4. 8                                  | 5. $\frac{1}{2}(\log x)^2 + c$   | 6. 1                  |        |
| 7. $5\hat{i} - 10\hat{j} + 10\hat{k}$ | 8. $\vec{r} = 5\hat{i} - 4\hat{j} + 6\hat{k} + \lambda (3\hat{i} + 7\hat{j} - 2\hat{k})$ | 9. $k = 17$           |        |
| 10. $\frac{1}{2}$                     |  |                       |        |

**SECTION - B**

11. Probability of selecting correct choice =  $\frac{1}{3}$  1m
- Probability of selecting wrong choice =  $\frac{2}{3}$  ½ m
- Probability distribution is given by  $\left(\frac{2}{3} + \frac{1}{3}\right)^5$  1m
- we want to compute P (4 correct answers) } ½ m
- + P (5 correct answers)
- $$= \left(\frac{1}{3}\right)^5 + 5C_4 \left(\frac{1}{3}\right)^4 \left(\frac{2}{3}\right)$$
- $$= \frac{11}{243}$$
- } 1m



Position vector of R is  $\frac{(\vec{a} - 3\vec{b}) \times 1 - (2\vec{a} + \vec{b})(2)}{1 - 2}$  1 m

$= 3\vec{a} + 5\vec{b}$  1 m

Mid - point of RQ is  $\frac{3\vec{a} + 5\vec{b} + \vec{a} - 3\vec{b}}{2}$  1 m

$= 2\vec{a} + \vec{b}$  ½ m

Which is position vector of P ½ m

13. Equation of plane passing through (0,0,0) is

$a(x - 0) + b(y - 0) + c(z - 0) = 0 \Rightarrow \therefore ax + by + cz = 0 \dots\dots\dots(i)$  1 m

It passes through (3, -1, 2)

$\therefore 3a - b + 2c = 0 \dots\dots\dots(ii)$  ½ m

line  $\frac{x-4}{1} = \frac{y+3}{-4} = \frac{z+1}{7}$  is || to the plane (i)

$\Rightarrow a - 4b + 7c = 0 \dots\dots\dots(iii)$  1 m

From (ii) and (iii),  $a = 1, b = -19$  and  $c = -11$  1 m

Equation of plane is  $x - 19y - 11z = 0$  ½ m

14. Here  $A = \begin{bmatrix} 2 & 5 \\ 1 & 3 \end{bmatrix}$

Writing  $A = IA \Rightarrow \begin{bmatrix} 2 & 5 \\ 1 & 3 \end{bmatrix} = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix} A$  ½ m

Applying  $R_1 \rightarrow R_1 - R_2$ , we get

$$\begin{bmatrix} 1 & 2 \\ 1 & 3 \end{bmatrix} = \begin{bmatrix} 1 & -1 \\ 0 & 1 \end{bmatrix} A$$
 1 m

Applying  $R_2 \rightarrow R_2 - R_1$ , we get  $\begin{bmatrix} 1 & 2 \\ 0 & 1 \end{bmatrix} = \begin{bmatrix} 1 & -1 \\ -1 & 2 \end{bmatrix} A$  1 m

Applying  $R_1 \rightarrow R_1 - 2R_2$ , we get  $\begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix} = \begin{bmatrix} 3 & -5 \\ -1 & 2 \end{bmatrix} A$  1 m

$$\Rightarrow A^{-1} = \begin{bmatrix} 3 & -5 \\ -1 & 2 \end{bmatrix}$$
 ½ m

15.  $R = \{(a, b) : a, b \in Z \text{ and } (a - b) \text{ is divisible by } 5\}$

(i)  $a - a = 0$  which is divisible by 5 }  
 $\therefore R$  is reflexive 1 m

(ii)  $a - b$  is divisible by 5 and so is  $b - a$  }  
 $\therefore R$  is symmetric 1 m

(iii)  $a - c = (a - b) + (b - c)$   
 let  $a - b = 5m$  and  $b - c = 5n$  }  
 $\therefore a - c = 5(m + n) \Rightarrow a - c$  is divisible by 5 1½ m

$\therefore R$  is transitive }  
 $\therefore R$  is an equivalence - relation ½ m

16. Let  $x = \tan^2 \theta \Rightarrow \sqrt{x} = \tan \theta$  1 m

LHS =  $\tan^{-1}(\sqrt{x}) = \tan^{-1}(\tan \theta) = \theta$  1 m

RHS =  $\frac{1}{2} \cos^{-1} \left( \frac{1 - \tan^2 \theta}{1 + \tan^2 \theta} \right) = \frac{1}{2} \cos^{-1} (\cos 2\theta)$  1 m

=  $\frac{1}{2} 2\theta = \theta$  1 m

$\Rightarrow$  LHS = RHS

OR

$\cos^{-1} \frac{12}{13} = \tan^{-1} \frac{5}{12}$  ½ m

$\sin^{-1} \frac{3}{5} = \tan^{-1} \frac{3}{4}$  ½ m

$\sin^{-1} \frac{56}{65} = \tan^{-1} \frac{56}{33}$  1 m

LHS =  $\tan^{-1} \frac{5}{12} + \tan^{-1} \frac{3}{4}$

=  $\tan^{-1} \left[ \frac{\frac{5+9}{12}}{1 - \frac{5}{16}} \right] = \tan^{-1} \left( \frac{\frac{14}{12} \times \frac{16}{11}}{3} \right)$  2 m

=  $\tan^{-1} \frac{56}{33} =$  RHS

17.  $\lim_{h \rightarrow 0} f(2-h) = \lim_{h \rightarrow 0} [2(2-h)^2 - (2-h)] = 6$  .....(i) ½ m

$\lim_{h \rightarrow 0} f(2+h) = \lim_{h \rightarrow 0} [5(2+h) - 4] = 6$  .....(ii) ½ m

$f(2) = 8 - 2 = 6$  .....(iii)

From (i), (ii), and (iii),  $f(x)$  is continuous at  $x = 2$  1 m

$$\text{RHD} = \lim_{h \rightarrow 0} \left[ \frac{\{5(2+h) - 4\} - (6)}{h} \right] \neq \text{LHD} = \lim_{h \rightarrow 0} \left[ \frac{\{(2h-3)(h-2) - 6\}}{-h} \right] \text{ as } 5 \neq 7 \quad \frac{1}{2} + \frac{1}{2} \text{ m}$$

$\therefore f(x)$  is not differentiable there at 1 m

**OR**

$$y = \sin^{-1} \left[ x\sqrt{1-x} - \sqrt{x}\sqrt{1-x^2} \right] \dots\dots\dots(i)$$

Let  $x = \sin \alpha$  and  $\sqrt{x} = \sin \theta$  1 m

$\therefore$  (i) becomes  $y = \sin^{-1} [\sin \alpha \cos \theta - \cos \alpha \sin \theta]$   $\frac{1}{2}$  m

$$= \sin^{-1} [\sin(\alpha - \theta)] = \alpha - \theta \quad \frac{1}{2} \text{ m}$$

$$= \sin^{-1} x - \sin^{-1} \sqrt{x} \quad 1 \text{ m}$$

$$\therefore \frac{dy}{dx} = \frac{1}{\sqrt{1-x^2}} - \frac{1}{2\sqrt{x}\sqrt{1-x}} \quad 1 \text{ m}$$

18.  $I = \int e^x \left( \frac{\sin 4x - 4}{1 - \cos 4x} \right) dx$

$$= \int e^x \left[ \frac{\sin 4x}{1 - \cos 4x} - \frac{4}{1 - \cos 4x} \right] dx \quad 1 \text{ m}$$

$$= \int e^x \left[ \frac{2 \sin 2x \cos 2x}{2 \cdot \sin^2 2x} - \frac{4}{2 \sin^2 2x} \right] dx \quad 1 \text{ m}$$

$$= \int e^x [\cot 2x - 2 \operatorname{cosec}^2 2x] dx \quad \frac{1}{2} \text{ m}$$

This is of the form  $= \int e^x [f(x) + f'(x)] dx$   $\frac{1}{2}$  m

$$\therefore I = e^x \cot 2x + c \quad 1 \text{ m}$$





20. Equation of curve is  $y = x^3 \Rightarrow \frac{dy}{dx} = 3x^2$  .....(i) 1 m

(i) = y – coordinate of the point  $\Rightarrow 3x^2 = y = x^3 \Rightarrow x^2(x - 3) = 0$   
 $\Rightarrow x = 0, x = 3$  } 1 m

When  $x = 0, y = 0$ , when  $x = 3, y = 27$  1 m

The points are (0,0), (3, 27)  $\frac{1}{2} + \frac{1}{2}$  m

21. The given differential equation can be written as

$$\frac{dy}{dx} + \frac{1}{x \log x} y = \frac{2}{x^2}$$
 1/2 m

$$\text{I.F.} = e^{\int \frac{1}{x \log x} dx} = e^{\log(\log x)} = \log x$$
 1 m

The solution is  $y \cdot \log x = \int \frac{2}{x^2} \cdot \log x \, dx + c$  1/2 m

or,  $y \cdot \log x = 2 \left[ \log x \cdot \left( \frac{-1}{x} \right) + \int \frac{dx}{x^2} \right] + c = 2 \left[ \frac{-\log x}{x} - \frac{1}{x} \right] + c$  1 1/2 m

$\Rightarrow y \cdot \log x = -\frac{2}{x} [1 + \log x] + c$  1/2 m

**OR**

Given differential equation can be written as

$$\int \frac{dy}{y} = \int \tan x \, dx$$
 1 m

or,  $\log y = \log \sec x + c$  1 m

when,  $x = 0, y = 1 \Rightarrow c = 0$   
 [Note :  $c = 1$ , if constant is taken as  $\log c$ ] } 1 m

$\therefore \log y = \log \sec x$   
 or  $y = \sec x$  } 1 m

22. The given differential equation can be written as

$$\frac{dy}{dx} + \frac{xy + y^2}{x^2} = 0 \cdot \text{Let } y = vx \Rightarrow \frac{dy}{dx} = v + x \frac{dv}{dx} \quad 1 \text{ m}$$

$$\Rightarrow v + x \frac{dv}{dx} + (v + v^2) = 0 \quad \left. \vphantom{\frac{dy}{dx}} \right\} \quad 1 + \frac{1}{2} \text{ m}$$

$$\Rightarrow x \frac{dv}{dx} = -v(2+v)$$

$$\text{or } \frac{dv}{v(2+v)} = -\frac{dx}{x}$$

$$\text{or } \int \left( \frac{1}{v} - \frac{1}{2+v} \right) dx = -2 \int \frac{dx}{x} \quad \frac{1}{2} \text{ m}$$

$$\Rightarrow \log \frac{v}{v+2} = \log \frac{c}{x^2}$$

$$\text{or } \frac{y}{y+2x} = \frac{c}{x^2} \quad \frac{1}{2} \text{ m}$$

$$\text{when } x = 1, y = 1 \Rightarrow c = \frac{1}{3}$$

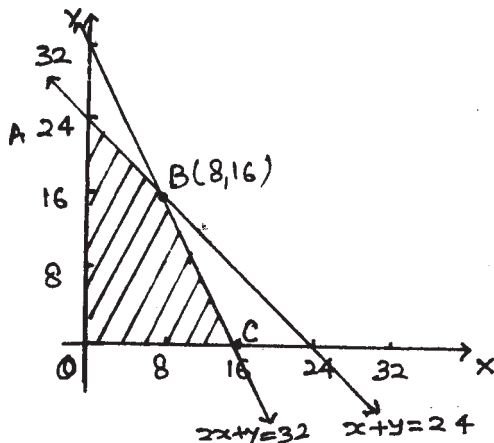
$\therefore$  The solution becomes

$$y + 2x = 3x^2y \quad \frac{1}{2} \text{ m}$$

### SECTION - C

23. Let  $x$  be the number of gold rings and  $y$ , the number of chains

The objective function is  $Z = 300x + 190y$  1 m



Constraints are :

$$\left. \begin{aligned} x + y &\leq 24 \\ 2x + y &\leq 32 \\ x &\geq 0, y \geq 0 \end{aligned} \right\} \quad 2 \text{ m}$$

Correct graph 2 m

Getting corners of feasible region as

A (0, 24), B (8, 16)

C (16, 0), O (0, 0)

$$Z_{(0,0)} = 0, Z_A = 4560, Z_C = 4800$$

$$Z_B = 300 \times 8 + 190 \times 16 = 2400 + 3040 = 5440$$

Z is maximum at B (8, 16)

For maximum profit, Rings = 8, chains = 16

24. Let  $E_1$  be the event that lost card is that of clubs

$E_2$  be event that lost card is not of clubs

A: Two cards of clubs are drawn from remaining cards

$$P(E_1) = \frac{1}{4}, P(E_2) = \frac{3}{4}$$

$\therefore$

$$P\left(\frac{A}{E_1}\right) = \frac{{}^{12}C_2 / {}^{51}C_2}{{}^{17}C_2} = \frac{12 \times 11}{51 \times 50} = \frac{22}{425}$$

$$P\left(\frac{A}{E_2}\right) = \frac{{}^{13}C_2 / {}^{51}C_2}{{}^{17}C_2} = \frac{13 \times 12}{51 \times 50} = \frac{26}{425}$$

$$P\left(\frac{E_1}{A}\right) = \frac{P\left(\frac{A}{E_1}\right) \cdot P(E_1)}{\sum P(E_i) \cdot P\left(\frac{A}{E_i}\right)}$$

$$= \frac{\frac{22}{425} \times \frac{1}{4}}{\frac{22}{425} \times \frac{1}{4} + \frac{26}{425} \times \frac{3}{4}} = \frac{11}{50}$$

1 + 1/2 m

**OR**

Let X be the random variate giving number of defective bulbs, X can take values 0, 1, 2 1 m

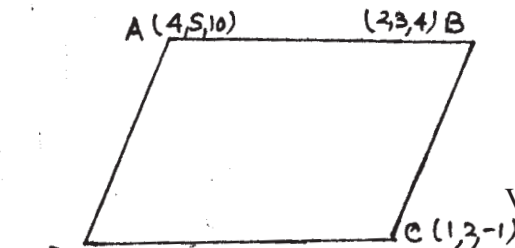
$$P(X=0) = \frac{7c_2}{10c_2} = \frac{7}{15}, \quad P(x=1) = \frac{7c_1 \times 3c_1}{10c_2} = \frac{7}{15}, \quad P(X=2) = \frac{3c_2}{10c_2} = \frac{1}{15} \quad 3 \text{ m}$$

∴ Probability distribution of X is

X	0	1	2
P(X)	$\frac{7}{15}$	$\frac{7}{15}$	$\frac{1}{15}$

2 m

25.



P.V. of A =  $4\hat{i} + 5\hat{j} + 10\hat{k}$

and B =  $2\hat{i} + 3\hat{j} + 4\hat{k}$

Vector equation of AB is

$$\begin{aligned} \vec{r} &= (4\hat{i} + 5\hat{j} + 10\hat{k}) + \lambda \left[ (2\hat{i} + 3\hat{j} + 4\hat{k}) - (4\hat{i} + 5\hat{j} + 10\hat{k}) \right] \\ &= 4\hat{i} + 5\hat{j} + 10\hat{k} + \lambda (-2\hat{i} - 2\hat{j} - 6\hat{k}) \\ \text{or } \vec{r} &= 4\hat{i} + 5\hat{j} + 10\hat{k} + \lambda (\hat{i} + \hat{j} + 3\hat{k}) \end{aligned} \quad \left. \vphantom{\vec{r}} \right\} 1+1 \text{ m}$$

Similarly, vector equation BC is

1½ m

$$\vec{r} = (2\hat{i} + 3\hat{j} + 4\hat{k}) + \mu [-\hat{i} - \hat{j} - 5\hat{k}]$$

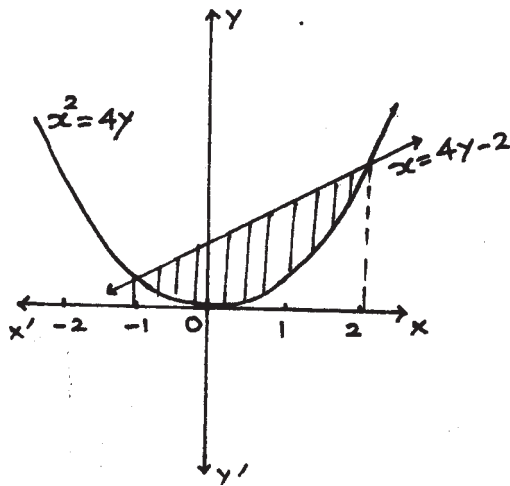
$$\text{or } \vec{r} = 2\hat{i} + 3\hat{j} + 4\hat{k} + \mu (\hat{i} + \hat{j} + 5\hat{k})$$

Mid-point of AC is  $\frac{5}{2}\hat{i} + \frac{7}{2}\hat{j} + \frac{9}{2}\hat{k}$  1 m

Mid-point of BD is  $\frac{x+2}{2}\hat{i} + \frac{3+y}{2}\hat{j} + \frac{4+z}{2}\hat{k}$  1 m

Coordinates of D are (3, 4, 5) ½ m

26.



Correct Figure

1 m

Point of intersection of curve and

line has x coordinates  $x = 2, x = -1$

1 m

Required area =

$$= \int_{-1}^2 \frac{x+2}{4} dx - \int_{-1}^2 \frac{x^2}{4} dx$$

1+1 m

$$= \frac{1}{4} \left[ \frac{x^2}{2} + 2x - \frac{x^3}{3} \right]_{-1}^2$$

1 m

$$= \frac{1}{4} \left[ \left( 2+4-\frac{8}{3} \right) - \left( \frac{1}{2}-2+\frac{1}{3} \right) \right]$$

1 m

$$= \frac{9}{8} \text{ sq. u.}$$

OR

$$= \pi^2 - 2\pi$$

$$I = \int_0^{\pi} \frac{x \tan x}{\sec x + \tan x} dx \Rightarrow I = \int_0^{\pi} \frac{(\pi-x) \tan x}{\sec x + \tan x} dx$$

1 m

$$2I = \int_0^{\pi} \frac{\pi \tan x}{\sec x + \tan x} dx = \pi \int_0^{\pi} \frac{\sin x}{1 + \sin x} dx$$

½ m

$$= \pi \int_0^{\pi} \left( 1 - \frac{1}{1 + \sin x} \right) dx = \pi \int_0^{\pi} \left( 1 - \frac{1 - \sin x}{\cos^2 x} \right) dx$$

2 m

$$= \pi \int_0^{\pi} (1 - \sec^2 x + \sec x \tan x) dx$$

1 m

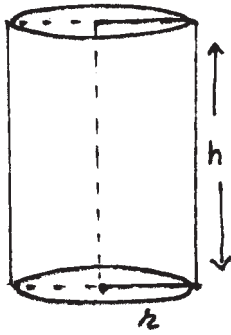
$$= \pi [x - \tan x + \sec x]_0^{\pi} = \pi [\pi - 1 - 1]$$

1 m

$$\therefore I = \frac{\pi^2}{2} - \pi = \frac{\pi}{2} [\pi - 2]$$

½ m

27.



Let  $r$  be the radius of base of cylinder and  $h$ , be

its height which is open at the top

1 m

$$s = \text{Surface area} = 2\pi r h + \pi r^2$$

$$\text{or } \frac{s - \pi r^2}{2\pi r} = h$$

1 m

$$V = \text{Volume of cylinder} = \pi r^2 h$$

$$= \pi r^2 \left( \frac{s - \pi r^2}{2\pi r} \right) = \frac{r}{2} (s - \pi r^2)$$

$$= \frac{rs}{2} - \frac{\pi}{2} r^3$$

1½ m

$$\frac{dv}{dr} = \frac{s}{2} - \frac{\pi}{2} \cdot 3r^2$$

$$\frac{dv}{dr} = 0 \Rightarrow s = 3\pi r^2 = 2\pi r h + \pi r^2$$

$$\Rightarrow 2\pi r \cdot r = 2\pi r h \Rightarrow r = h$$

1½ m

$$\frac{d^2v}{dr^2} < 0 \Rightarrow \text{Volume is maximum at } r = h$$

$\therefore$  Radius of base of cylinder = its Height

½ + ½ m

28.  $f(x) = [x(x-2)]^2$

$$f'(x) = 4x(x-2)(x-1)$$

$$(x) = 0 \text{ gives } x = 0, x = 1 \text{ or } x = 2$$

$$\text{Intervals are } (-\infty, 0), (0, 1), (1, 2), (2, \infty)$$

Increasing in  $[0, 1]$  and  $[2, \infty)$

$$\Rightarrow \text{or } 0 \leq x \leq 1 \text{ and } x \geq 2$$

The point where tangents are parallel to  $x$  axis

are  $(0, 0)$ ,  $(1, 1)$ ,  $(2, 0)$

1½ m

2 m

1½ m

1 m

$$29. \quad \Delta = \begin{vmatrix} (b+c)^2 & b a & c a \\ a b & (c+a)^2 & b c \\ a c & b c & (a+b)^2 \end{vmatrix}; \quad \begin{array}{l} \text{Applying } R_1 \rightarrow a R_1 \\ R_2 \rightarrow b R_2, R_3 \rightarrow c R_3 \\ \text{we get} \end{array}$$

$$= \frac{1}{a b c} \begin{vmatrix} a(b+c)^2 & b a^2 & c a^2 \\ a b^2 & b(c+a)^2 & c b^2 \\ a c^2 & b c^2 & c(a+b)^2 \end{vmatrix} \quad 1 \text{ m}$$

$$= \begin{vmatrix} (b+c)^2 & a^2 & a^2 \\ b^2 & (c+a)^2 & b^2 \\ c^2 & c^2 & (a+b)^2 \end{vmatrix} \quad \frac{1}{2} \text{ m}$$

Applying  $C_1 \rightarrow C_1 - C_3, C_2 \rightarrow C_2 - C_3$ , we get

$$\Delta = \begin{vmatrix} (b+c)^2 - a^2 & 0 & a^2 \\ 0 & (c+a)^2 - b^2 & b^2 \\ c^2 - (a+b)^2 & c^2 - (a+b)^2 & (a+b)^2 \end{vmatrix} \quad 1 \text{ m}$$

$$= (a+b+c)^2 \begin{vmatrix} b+c-a & 0 & a^2 \\ 0 & c+a-b & b^2 \\ c-a-b & c-a-b & (a+b)^2 \end{vmatrix} \quad \frac{1}{2} \text{ m}$$

Applying  $R_3 \rightarrow R_3 - (R_1 + R_2)$ , we get

$$\Delta = (a+b+c)^2 \begin{vmatrix} b+c-a & 0 & a^2 \\ 0 & c+a-b & b^2 \\ -2b & -2a & 2ab \end{vmatrix} \quad 1 \text{ m}$$

Applying  $C_1 \rightarrow aC_1$  and  $C_2 \rightarrow bC_2$  we get

$$\Delta = \frac{(a+b+c)^2}{ab} \begin{vmatrix} ab+ac-a^2 & 0 & a^2 \\ 0 & b(c+a-b) & b^2 \\ -2ba & -2ab & 2ab \end{vmatrix} \quad \frac{1}{2}m$$

Applying  $C_1 \rightarrow C_1 + C_3$ ,  $C_2 \rightarrow C_2 + C_3$  we get

$$\Delta = \frac{(a+b+c)^2}{ab} \begin{vmatrix} a(b+c) & a^2 & a^2 \\ b^2 & b(a+c) & b^2 \\ 0 & 0 & 2ab \end{vmatrix} \quad \frac{1}{2}m$$

$$= \frac{(a+b+c)^2}{ab} \times ab \times 2ab \begin{vmatrix} b+c & a & a \\ b & c+a & b \\ 0 & 0 & 1 \end{vmatrix} \quad \frac{1}{2}m$$

$$= 2ab(a+b+c)^2 [(b+c)(c+a) - ab]$$

$$= 2ab(a+b+c)^2 [bc + c^2 + ab + ac - ab]$$

$$= 2abc(a+b+c)^3 \quad \frac{1}{2}m$$