

CREATIVE WRITING AND TRANSLATION STUDIES

CODE NO. :

CLASS - XII

3 HOURS

One Paper

100 marks

Section-wise Weightage

Section	Area of Learning	Marks
A.	Reading Comprehension (Three unseen passages, prose and poetry)	20
B. i)	Creative Writing Skills	20
ii)	Translation	20
C.	Textual	20
D.	Portfolio	20
	Total :	100

SECTION A

READING COMPREHENSION

20 marks

Three unseen passages (including poems) with a variety of questions on different levels of comprehension (literal, interpretative and critical) including marks for vocabulary such as inferring and word formation. The total range of **three** passages including the poem or a stanza, would be about 1050-1100 words.

1. Non-fictional prose, an excerpt 250-300 words in length (for extracting information, inferring and interpreting, evaluating and word attack) **07 marks**
2. Fictional prose, a very short story or an excerpt, 250-300 words in length (for interpretation, understanding character, making personal responses and vocabulary) **07 marks**
3. A short poem or a few stanzas (for understanding central idea, appreciating and personal response) **06 marks**

The passages or poems could be any **one** of the following types :

- (a) Excerpts from expository or narrative writing like descriptions, reports, biographies, memoirs or autobiographies or reflective writing like essays or articles.

- (b) Excerpts from narrative and fictional writing like stories, novels and plays.
- (c) A short poem like a sonnet or lyric, or a stanza from a ballad or a longer lyrical poem.

SECTION B

CREATIVE WRITING SKILLS

20 marks

Three writing tasks as indicated below :

- 4. Develop a composition of personal writing such as a diary entry, memoir or an autobiography (200 words) **06 marks**
- 5. Develop a feature or review such as a travelogue, book or film review based on verbal or a visual input (200 words) **06 marks**
- 6. Developing an original piece of writing on a given idea or theme, visual input, an incident or event in life. **08 marks**

TRANSLATION

20 marks

- 7. Guided translation i.e. a piece of translated text for completion based on the original text (prose or poetry) **04 marks**
- 8. Open translation of a prose piece (100 words) **08 marks**
- 9. Open translation of a short poem or a stanza **08 marks**

SECTION C

READER

20 marks

- 10. Four questions of three marks each to be answered in 60-80 words based on the understanding of the text. **12 marks**
- 11. One out of the two open ended essay topics to be answered in 200 words. **08 marks**

SECTION D

Portfolio

20 marks

The Reader has inbuilt suggestions and activities for the students' Portfolio. 20 marks have been allotted for the portfolio wherein the following would be assessed :

1. Idea or ideas
2. Sequencing the ideas
3. Applying the basic principles of the particular genre
4. The use of correct and effective language
5. Use of appropriate style
6. Use of techniques and figures of speech.

The Portfolio will consist of a compilation of all written submission over the duration of the course. A minimum of written assignments each of creative writing and translation would need to be submitted. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement.

The portfolio will be evaluated according to the following criteria :

1. Regularity in submission of both class and home written assignments.
2. Quality of tasks with emphasis on creative and comprehensive application.
3. Average grades of all Creative Writing and Translation written tasks.
4. Oral Communication Skills and classroom transaction.

Conversation Skills will be tested as part of Continuous Assessment. The students can be assessed for making relevant responses to the text, making a point of view and defending their point of view. Students will also be assessed for their ability to read aloud portions from stories, poems or plays. Dramatization would be another aspect which would be used for exercising their spoken skills.

NOTE : The Portfolio can be monitored and moderated at any time by an expert nominated by the Board.

SAMPLE PAPER-1
CREATIVE WRITING AND TRANSLATION STUDIES
CLASS - XII

Task type	Question	Task objective	Testing objective	Marks	
Section A :					
Reading Comprehension					
1.	1 VSA	Inferential	Interpretation	2	
	2 VSA	Extracting Information	Comprehension	2	
	3 VSA	"	"	1	
	4 VSA	Vocabulary	Vocabulary usage in context	2	
	2.	1 VSA	Inference	making personal responses	2
		2 VSA	Character	Understanding Character	2
		3 VSA	Interpretation	analytical thinking	2
		4 VSA	Vocabulary	contextual usage	1
	3.	1 VSA	Inferential	Understanding	2
		2 VSA	Understanding central idea	Overall understanding of the poem	2
		3 VSA	Inferential	understanding	1
		4 VSA	Appreciation	Understanding Symbolism	1
SECTION B : 4					
Creative Writing :					
4.	1 LA	Personal writing	ability to write coherently in the appropriate style	6	
5.	2 LA	Feature/review	ability to write coherently in the appropriate style	6	

6.	3 LA	Trigger off a thinking process	ability to create / originalty of ideas	8
SECTION B : Translation				
7.	Guided Translation			4
8.	Open Translation			8
9.	Open Translation of a poem			8
SECTION C:				
10.	a) SA	Local comp.	Understanding of selected items	3
	b) SA	“	“	3
	c) SA	Inferential	Forming opinions on known areas	3
	d) SA	Extrapolation	Ability to use textual material in different contexts	3
11.	a) LA	Global comprehension	To have an overall idea of the material and use it to substantiate view points	8
		OR		
	b) LA	“	“	8

SAMPLE PAPER-1
CREATIVE WRITING AND TRANSLATION STUDIES
CLASS - XII

Time allotted : 3 Hours

No.	Questions	Marks
	Section A	20
	Passage A	
Q1.	Read the passage and answer the questions that follow :	7
1.	When my father gifted my mum a shahtoosh shawl about 50 years ago little did he reckon that he had blood on his hands. This gossamer-soft mantle quite suddenly propelled an otherwise unprepossessing lady into the echelons of the Goenkas and the Gangopadhyays of the Calcutta glitterati.	
2.	However, it was on our annual Christmas vacations, when the whole clan got together at our grandparents ancestral haveli at Matgura, that the shawl received its legitimate due. Suddenly, a lacklustre bureaucrat's wife took on the aura of a celebrity. My mother was the cynosure of all eyes. Aunts, grandaunts, neighbours, all of them trooped in along with their broods to see, to touch , to <i>ooh</i> and <i>aah</i> at the delicacy of the hallowed fabric. They congratulated mother on her good fortune, while father was held in awe as a veritable 20th century Santa. And all the while , we kids never could quite comprehend the to-do such a mousy - looking piece of cloth could evoke.	
3.	About 15 years ago, my mother passed away. Both my brothers, their wives and my sister, had come from the US for the funeral. After a few days my father asked us to have a look in mum's wardrobe and pick up anything we liked. My sister and sisters-in-law assured me that a shawl would be most impractical for them in the windy winters of America, so it was with a reasonably clear conscience that I took on the mantle, quite literally, from my mother.	
4.	For many years, I too enjoyed the shawl. Not only was it fine enough to pass through a ring, it was also a very dear memento. I treasured it, darned though it was in a couple of places, reserving it only for very special occasions. But that was then. I had revelled in the bliss of the ignorant. Now that I know better- of the 200- odd little chirus that had to suffer a slow, torturous death to create this beauty - I am loathe to touch it. Gingerly, I approached my daughter and daughter- in- law. Would they like the shahtoosh ? Never. How could I even think of it. It was a veritable	

No.	Questions	Marks
	<p>gravestone on one's back. Far better to burn the wretched thing than to pass it on to posterity - as a mute testimony to the inhumnaity of the <i>homo sapien</i> to his more vulnerable biological brothers.</p> <p>5. There are just too many memories entwined in the warp and weft of its weaving. Many counselled me in their wisdom to sell it and be done with. But to peddle such an heirloom surely would be sacrilege. And how can one bear to trade a storehouse of memories. I can't burn it, I dare not gift it, and to sell, is out of the question . What on earth do I do with it ?</p> <p>6. Ironically, this feather-light shawl now sits heavy on my shoulders. So it lies at the bottom of an old tin trunk, the keeper of other assorted mementos of times gone by - hubby's sherwani, my wedding sari and a couple of medals won by the children.</p> <p>a) Complete these sentences :</p> <p>i. The author's father did not realize he had blood on his hands _____ _____</p> <p>ii. The shawl affected the social status of the author's mother _____ _____</p> <p>b) Answer these questions based on your reading of the passage :</p> <p>i. What was ironical about '<i>this feather - light shawl now sits heavy on my shoulders</i>' ?</p> <p>ii. What was the author's dilemma regarding the shawl ?</p> <p>c) Tick the right answer :</p> <p>i. The author treasured the shawl because :</p> <p>a. It was a family heirloom.</p> <p>b. It gave her a status in society.</p> <p>c. It was an expensive shawl.</p> <p>d. It was very soft.</p> <p>ii. The author's mother was a cynosure of all eyes because :</p> <p>a. She was beautiful.</p> <p>b. She was a celebrity.</p> <p>c. She belonged to an important family .</p> <p>d. She possessed a shatoosh shawl.</p>	<p>2</p> <p>2</p> <p>1</p>

No.	Questions	Marks
	<p>d) Find words from the passage which mean the same as :</p> <p>i. A rank or position of authority in society. (paragraph 2)</p> <p>ii. Dull , without excitement. (paragraph 4)</p> <p>iii. Respected and sacred. (paragraph 2)</p> <p>iv. Weak, easily hurt. (paragraph 1)</p>	2
Q 2.	<p>Read this passage and answer the questions that follow :</p> <p style="text-align: center;">The Man Who Wouldn't Quit</p> <p>1. In low tones the dean was explaining to a prospective law student the conduct expected of him <i>" we have fixed up a room in the basement for you to stay. You are not to wander about in the campus. Books will be sent down to you from the law Library. Always enter and leave the university by the back route I have traced on the map."</i></p> <p>2. George was dismayed at the pattern of life laid out for him.</p> <p>3. A letter from his father had determined him. He said, <i>" Segregation won't end until we open beach heads wherever they exist. I can arrange your admission if you accept this challenge."</i> George had great respect for his father, a pioneer in black education. He accepted the challenge.</p> <p>4. The first day at college, he found himself moving through wave upon wave of white faces that all mirrored the same emotions - shock, disbelief, then inarticulate rage.</p> <p>5. The student devised ways to harass him. When he came to his basement room he found obscene and threatening notes shoved under the door.</p> <p>6. He began to worry that his passive acceptance of degrading treatment might be destroying him, killing something inside him. Wouldn't it be better for him to hate back, to fight back ?</p> <p>7. His brother wrote, <i>" I know it is hard, but try to remember that all our people are with you in thought and prayer. He wondered what his brother would say if he knew that the town blacks uneasily avoided him. They knew he walked the thin edge of violence and they didn't want to be near if any explosion occurred. However, a church deacon pressed a crumpled dollar bill saying. I work nights, son. Walking home I see your studying light."</i></p>	7

No.	Questions	Marks
8.	By the end of the year George had lost 15 kilos and he went for the exams exhausted , both physically and mentally.	
9.	The afternoon the marks were due, heavy with a sense of failure, he sat on the chair in his room with his head on the table. There was a knock on his door and he called, <i>“Come in”</i> . He could hardly believe what he saw. In came four of his classmates, smiling at him. One said, <i>“The marks were just posted and you made the highest A. We thought you’d want to know.”</i> Then embarrassed, they backed out of the room.	
10.	When George Haley returned for his second year, there was a sharp decrease in the hate mail under his door and there was a grudging respect for his scholastic accomplishments.	
11.	A slight thaw also began to take place at the university. George’s classmates gingerly began moments of shop talk with him, discussing cases. One day he overheard a group discussing a legal point, and one of them said, <i>“Let’s go down and ask Haley.”</i> He knew only a moment of indignation - then he smiled ! It was an important change.	
12.	Several days later some more students came into George’s room. They felt free to ask questions. <i>“Don’t all of you carry knives?”</i> George emptied his pockets - no knife. <i>“How often do you bathe?”</i> <i>“Everyday.”</i> <i>“Don’t most of you want to date white girls?”</i> George showed them snapshots of a pretty black girl he was dating in his hometown.	
13.	He wrote to his brother, <i>“Improving race relations is , at least 50 percent, a matter of simple communication. Now that I’m able to talk to a few whites, I realize what terrible beliefs cause their prejudice. I can see the emotional struggle they are going through just to see me as an equal human being.”</i>	
a)	Complete the following sentences :	2
	i. A specific pattern of life was laid out for George because _____	
	ii. What George’s brother believed about the Blacks was ironical as _____	
b)	When and how did the first positive reaction from the whites come ?	2
c)	What important aspect of the whites did George realize ? Give two points.	2
d)	Use the expression ‘inarticulate rage’ in a sentence of your own in a way in	1

No.	Questions	Marks
Q3.	<p>which the meaning of the phrase is clearly brought out.</p> <p>Read this poem and answer the questions that follow :</p> <p style="text-align: center;">A WHITE WEDDING CARD</p> <p>A White wedding card The simple white card said Deepthy weds Sreekumar. Means nothing at all to you I know . Just a card That might come in handy As a scoop at cleaning time On a Sunday morning To scrape out obstinate dust Swept out from under carpets.</p> <p style="padding-left: 40px;">To me it meant The girl I had piggy- backed Carried around as a poodle, Chased, caught doodling on my papers Would take off on an October morning To return perhaps three years later With a Texan air and accent To extend a pink or blue bundle And sit under a mango tree To tell me all about the Wild West.</p> <p>And like the Kabuliwallah I'd see only her tiny fingers Prising open the plastic - white Opaque banana flower petal, Rounding pink mouth , drawing out That single droplet of honey..... The tendril fingers thrust out To be dabbed a deep red At the tiny tips.....</p>	6

No.	Questions	Marks
	<p style="text-align: center;">The card meant Her Curly hair dripping Her long skirt dragging She would not come any more To sit at the foot of my bed And break up my noon nap Next summer beak.</p> <p style="text-align: right;">Neerada Suresh.</p> <p>i. To whom is the card just a card and how do they treat it ?</p> <p>ii. Bring out the contrast described in stanza 2 ?</p> <p>iii. What is the mental state of the poet ?</p> <p>iv. What does the white wedding card symbolize ?</p>	<p style="text-align: right;">2</p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p>
Q4.	<p style="text-align: center;">Section B</p> <p>The growing population of single dads in India is indicative of a large social change. It reflects how gender-attributed roles in family are getting juggled and renegotiated, how definitions and perceptions of family are changing. Here are a few details of one such family . Imagine that this girl grows up to be someone important in society. She writes her autobiography. Write the chapter she would write about her Childhood in about 200 words.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Aashita</p> <ul style="list-style-type: none"> • 9 yr. old when parents divorced. • Her custody given to her father, who is a busy corporate consultant. • Allowed to visit the mother once a month. • Dad and an affectionate maid - everyday care • Father's main objective : making Aashita independent , provide her emotional security, participate in her life, no place for self pity. • Father would read to her, take her with him when on international assignments. <p>Aashita finished her school, she grew into a very contented, confident and a sensitive young adult, ready to take on the world.</p> </div>	6
Q5.	<p>In India almost every region has its own ‘ School of art ‘ - its tradition of paintings. One such school is the Mithila school of art. Use the following</p>	6

No.	Questions	Marks
Q6.	<p>information about Shashikala Devi, a gifted Mithila artist and develop it into a feature in about 200 words.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • Traditional art of Kayasthas of MITHILA • Picked up the skill from her mother and grandmother • PAINTINGS - drawn with fine lines, design within design, attention to details important. • Use various themes from folklore. • Colours - red-sindoor, yellow - haldi , no black color • Shashikala now teaches school and college students. • Has won many awards. </div> <p>Read this conversation between a mother and her son. Continue the story where you could have the mother describe how this kind of situation of total dependence on machines came about and how perhaps Kuno finally makes his mother realize the importance of human contact face to face and is able to break free from the machine dominated society.</p> <p style="text-align: center;">“ I want you to come and see me “</p> <p>Vashti watched his face in the blue plate.</p> <p style="text-align: center;">“ But I can see you !” she exclaimed. “ What more do you want ? “</p> <p>“ I want to see you not through the Machine,” said Kuno.</p> <p style="text-align: center;">“ I want to speak to you not through the wearisome Machine.”</p> <p>“ Oh , hush! “ said his mother, vaguely shocked . “ You mustn’t say anything against the machine.”</p> <p style="text-align: center;">“ Why not ? “</p> <p>“ One mustn’t”</p> <p>“ You talk as if a god had made the machine .”cried the other.” I believe that you pray to it when you are unhappy. Men made it , do not forget that .Great men, but men. The machine is much, but it is not everything. I see something</p>	8

No.	Questions	Marks
Q7.	<p>like you in this plate, but I do not see you. I hear something like you through this telephone, but I do not hear you. That is why I want you to come. Come and talk with me .Pay me a visit , so that we can meet face to face and talk about the hopes that are in my mind.”</p> <p style="text-align: right;">by E M FORSTER</p> <p>Given below is a passage in Hindi. Read the passage and complete its translation into English.</p> <p>कोई भी समझदार आदमी आम के पेड़ को नहीं काटना चाहेगा। आम का हर एक पेड़, वह चाहे जंगल में ही उगा हो, बड़ी उदारता से रसीले फल देता है, जिसे कभी-कभी देवताओं का फल या फलों का राजा भी कहते हैं।</p> <p>मिर्जा गालिब को आम बहुत पसंद थे। उनका जन्म 27 दिसम्बर, 1797 में आगरा में हुआ। आम का स्वाद वे किसी भी मौसम में भूल नहीं पाते थे। आम अभी पकने पर नहीं आते थे, पर उन्हें तोड़कर खाने का लालच वे रोक नहीं पाते थे। उर्दू काव्य के सम्राट होने के साथ-साथ धर्म की उदारता में उनका अगाध विश्वास था। उनका मानना था कि फलों का जैसे कोई विशेष धर्म नहीं होता वैसे ही ईश्वर एक है।</p> <p>No Sensible person would want to cut off a mango tree. Every mango tree _____</p> <p>_____</p> <p>or is also called the king of fruits.</p> <p>Mirza Ghalib liked mangoes very much. He was born on 27th Dec 1797 in Agra. He could never _____.</p> <p>_____</p> <p>He was not only considered _____</p> <p>_____</p> <p>He believed that _____</p> <p>God is one.</p>	4
Q8.	<p>Translate this passage into English.</p> <p>खेल खेलने से तन-मन खिल उठता है। विभिन्न खेल मनोरंजन और शक्ति के जीवंत स्रोत हैं। ये जीवन में चुस्ती-स्फूर्ति और उमंग भर देते हैं। मनुष्य जीवन में अगर सफल होता है तो उसका</p>	8

No.	Questions	Marks
Q9.	<p>आधार उसकी अपनी दृढ़ इच्छा शक्ति और कठोर परिश्रम होता है। खेलों में भी खिलाड़ी पूर्ण आत्मबल व निरंतर अभ्यास के बल पर सफलता प्राप्त करता है। खेल के दौरान खेल भावना हमें जीत की खुशी और हार के दुख से कहीं ऊपर उठाकर और अधिक अच्छा खेलने के लिए प्रेरित करती है। किंतु आज अंतर्राष्ट्रीय स्तर पर खेले जाने वाले खेलों में सच्ची खेल भावना का अभाव सा प्रतीत होता है। कुछ खिलाड़ी रातों-रात बड़े-बड़े कीर्तिमान तोड़ सफलता का शिखर छू लेना चाहते हैं। लक्ष्य तो उनका ऊँचा होता है पर उसे पाने का प्रयास अधूरा होता है। लक्ष्य प्राप्ति की लालसा इतनी तीव्र होती है कि वे अपने विवेक को कुंठित कर गलत रास्ता अपना लेते हैं।</p> <p>Translate the given Hindi poem into English.</p> <p>मैं हुआ करती थी एक ठंडी, पतली धारा बहती जंगलों, पर्वतों और वादियों में मैंने जाना कि समुद्र की लहरों से मिलना नहीं धाराओं को नयी जिन्दगी देना है न तो लम्बा रास्ता न तो अंधेरे खड्ड, न रुक जाने का लालच रोक सके मुझे बहते जाने से अब मैं जा मिली हूँ अंतहीन लहरों से संघर्ष में मेरा अस्तित्व है और मेरा आराम है - मेरी मौत।</p>	8
Q10.	<p style="text-align: center;">Section C.</p> <p>Attempt any three out of the four questions given below :</p> <p>a) The creative spark within an individual , leading to creative endeavours stems from a basic , yet strong , feeling of dissatisfaction with the usual process and activities. Based on your study of Nature and concept of Creative Writing, write a short note on what makes a piece of writing creative</p> <p>b) What details should a reviewer include in the introductory paragraph of a book review ?</p> <p>c) Write short notes on what you understand by :</p>	20 3 3 3

No.	Questions	Marks
	(i) A talk . (ii) A speech.	
d)	Write a note on any three of Aristotle's six focal points suggested in interpreting a play .	3
Q11.	<p>Write an explanatory note on the role played by imagery, diction and syntax and rhythm in the making of verse form of writing .</p> <p style="text-align: center;">or</p> <p>A Character is a human or some other participant in the story , whose existence is in the fictional work or performance. Characters may be of several types. Write in detail on some different kinds of characters found in short stories.</p>	8

MARKING SCHEME
CREATIVE WRITING AND TRANSLATION STUDIES

No.	Questions	Marks
SECTION A - READING COMPREHENSION		
1	PASSAGE A	
a)	Testing Objective : to comprehend and interpret the text. Marking : 1 mark for each correct answer.	
	i) He did not know that chirus were killed to make shahtoosh shawls.	1
	ii) as she was now accepted by the elite.	1
b)	Testing Objective : to comprehend and interpret the text. Marking : 1 mark for each correct answer.	
	i) the shawl was literally very light in weight, however, the author carries the burden of the knowledge that 200 chirus were killed to make that shawl.	1
	ii) She did not know what to do with the shawl after she got to know what the shahtoosh shawls were made from. She couldn't keep it; she couldn't destroy it as it was a family heirloom.	1
c)	Testing Objective : to comprehend and interpret the text. Marking : 1/2 mark for each correct answer.	
	i) (a)	1
	ii) (d)	1
d)	Testing Objective : to deduce the meaning of unfamiliar lexical items. Marking : 1/2 mark for each correct answer.	
	i) echelons	2
	ii) lacklustre	
	iii) hallowed	
	iv) vulnerable	
2	PASSAGE B	
a)	Testing Objective : to comprehend and interpret the text.	

No.	Questions	Marks
	<p>Marking : 1 mark for each point.</p> <p>i) ----- he was the only black student in the college.</p> <p>ii) The blacks in the town actually ignored him.</p> <p>b) Testing Objective : to comprehend and interpret the text.</p> <p>Marking : 1 mark for each point.</p> <p>i) when marks were declared</p> <p>ii) George scored the highest.</p> <p>c) i) The misconceptions that the whites had against the blacks.</p> <p>ii) To see blacks as equal, they went through a lot of emotional struggle</p> <p>d) Testing Objective : to deduce the meaning of unfamiliar lexical item & use it meaningfully in a sentence.</p> <p>Marking : 1 mark for a grammatically correct and meaningful sentence.</p> <p>Any grammatically correct sentence that brings out the meaning of the phrase.</p>	<p>2</p> <p>2</p> <p>2</p> <p>1</p>
3	<p>PASSAGE C</p> <p>i) Testing Objective : understand and interpret the text.</p> <p>Marking : 1 mark for each point.</p> <p>- The people who haven't seen the bride grow from a child into a young woman/ the reader.</p> <p>- They would use it insensitively, for scraping and picking up dust etc.</p> <p>ii) Testing Objective : to appreciate the contrast within a stanza.</p> <p>Marking : 1 mark for each point.</p> <p>- As a child she was a playful girl but now she is getting married.</p> <p>- She would return form the US with her own baby.</p> <p>iii) Testing Objective : to comprehend and interpret the text.</p> <p>Marking : 1 mark for each answer.</p> <p>- She seems to be in a regretful mood. She would miss playing with the small girl.</p>	<p>2</p> <p>2</p> <p>1</p>

No.	Questions	Marks
iv)	<p>Testing Objective : to appreciate symbolism. Marking : 1 mark for each answer.</p> <ul style="list-style-type: none"> - The wedding card symbolizes the growing up of a girl into a young and mature girl. 	1
Section B		
4.	<p>Testing Objective : to develop a composition of personal writing - a chapter of an autobiography using appropriate style.</p> <p>Marking : Content - 3 Expression - 3</p> <p>Content :</p> <ul style="list-style-type: none"> - All the 6 points given in the question should be covered. - Style should be appropriate for an autobiographical writing - e.g. use of personal pronoun 'I', describing of personal experience etc. 	
5.	<p>Testing Objective : to develop a feature on a person based on the given verbal input.</p> <p>Marking : Content - 3 Expression - 3</p> <p>Content :</p> <p>Should include :</p> <ul style="list-style-type: none"> - details of the person, background etc. - details about the Mithila paintings. Shashikala as a person and as an artist should be described. 	
6.	<p>Testing Objective : to write a logical conclusion to a given story using appropriate style.</p> <p>Marking : Format - 2 Content- 3 Expression-3</p>	

No.	Questions	Marks
7.	<p>Format : to continue the story format using conversation and description.</p> <p>Content : events, thoughts and feelings leading to the importance of face communication</p> <p>Testing Objective : To comprehend the text in the source language and to fill the blanks translating the appropriate portions into target language.</p> <p>Marking : 1 mark per blank.</p> <p>i, ----- even if it is growing in a forest, gives juicy fruits with great generosity and is sometimes called a fruit for the gods</p> <p>ii. ----- wait for the fruit to ripen as he couldn't control his temptation,</p> <p>iii. ----- the king of Urdu Poetry but also had immense faith in the liberality of religion.</p> <p>iv. -----just as fruits have no religion similarly human beings created by god also should not have any particular religion.</p>	
8.	<p>Testing Objective : To comprehend the text in the source language and to recreate it in target language in terms of linguistic and cultural conventions.</p> <p>Marking : Content - 4 Fluency - 2 Accuracy - 2</p> <p>Translation of the passage.</p> <p>When we play, our mind and body is refreshed, Different games are a source of energy and entertainment. These fill our lives with enthusiasm and agility. If man is successful in life , it is on the basis of his own determination and hard work. Even in sports a sportsperson is successful when he has absolute self confidence and practices consistently.</p> <p>While playing on the field, we rise above the feelings of happiness at winning and sadness at losing a game. When we have the spirit of sportsmanship and we feel inspired to play even better. However , these days playing at the international games is fraught with lack of this spirit. Some players wish to break all records</p>	

No.	Questions	Marks
9.	<p>overnight to establish new records. Their goals are lofty but their efforts are not enough. The temptation to reach their goals is so strong that they lose their sense of discretion and adopt wrong methods.</p> <p>Testing Objective : To comprehend the poem in the source language and to recreate it in the target language in terms of linguistic and cultural convention and bringing out the tone and the mood of the poem as closely as possible.</p> <p>Marking : Content - 4 Fluency - 2 Accuracy - 2</p> <p>Translation of the poem.</p> <p>Overall impression of the poem in the target language should reflect the mood of the poem in the source language.</p> <p>I used to be a cool and thin stream Flowing though the forest, mountains, and valleys. I realized Stagnant water has no life within I realized Merging into the sea, the tiny stream acquires a new life. Neither a long journey, nor a deep abyss, nor even a temptation to rest could stop me from flowing. I am a part of the Eternal waves, My identity is in the struggle, Rest for me is death.</p>	
10.	<p style="text-align: center;">Section C</p> <p>a) Testing Objective: understanding of the text.</p> <p>Marking : 1 mark for each point</p> <p>The creative spark within an individual, leading to creative endeavours stems from a basic, yet strong, feeling of dissatisfaction with the usual process and activities.</p>	

No.	Questions	Marks
	<p>Based on your study of Nature and concept of Creative writing, write a short note on what makes a piece of writing creative.</p> <p>Value points</p> <ul style="list-style-type: none"> • Dissatisfaction leads to the need to create something new. • This in turn leads to imagination and skilfully expressing the newly imagined idea. • Any one real life example of creativity. <p>b) Testing Objective: understanding of the text. Marking : 1 mark for each point.</p> <p>What details should a reviewer include in the introductory paragraph of a book review?</p> <p>Value points</p> <ul style="list-style-type: none"> • Setting • Author's perspective or just bare details like the title, author, genre, plot, theme of the book under review. • Reviewer's opinion on the subject <p>c) Testing Objective: understanding of the text. Marking : 1 mark for each point.</p> <p>Write short notes on what you understand by:</p> <p>a) A talk</p> <p>Value points : any two points.</p> <ul style="list-style-type: none"> • It is in a chatty and conversational style. • Has clarity and the language is explicit. • Freely uses abbreviations. <p>b) A Speech : any two points</p> <ul style="list-style-type: none"> • Needs to be convincing and persuasive • Effectiveness of delivery • It has an introduction where the objectives are clearly outlined followed by a 	<p>3</p> <p>3</p> <p>3</p>

No.	Questions	Marks
	<p>body where the main points and subordinate points discuss the message in depth. The conclusion summarizes the material leaving the audience with something memorable and worthwhile.</p> <p>d) Testing Objective: understanding of the text. Marking : 1 mark for each point.</p> <p>Write a note on any three of <i>Aristotle's</i> six focal points suggested in interpreting a play.</p> <p>Any three</p> <ul style="list-style-type: none"> • Plot/environment/style/ideology/props /music <p>A line explaining what each one is .</p>	3
11.	<p>Testing Objective: Ability to tackle open ended essay topics. Marking : Content - 5 Expression - 3</p> <p>Write an explanatory note on the role played by Imagery ,Diction and syntax and rhythm on the making of a verse form of writing.8 marks</p> <p>Value points</p> <ul style="list-style-type: none"> • Imagery: sensory imagery/global imagery/usage of imagery in the real world like in an advertisement. • Diciton:usage of the various kinds of word groups like eye rhymes/spell rhymes/homographic words/homophonous words/word sets/marked collocations/denotative words/connotative words. • Rhythm:The various kinds of metrical patterns and the rhythm they give to a poem. <p style="text-align: center;">OR</p> <p>A Character is a human or some other participant in the story, whose existence is in the fictional work or performance. Characters may be of several types. Write in detail on some different kinds of characters found in short stories.</p> <ul style="list-style-type: none"> • The human participant in the fictional work. • Protagonist/Antagonist/supporting characters/minor characters/round, flat, static, dynamic characters. 	8