CBSE 2024 English — Set 1 — Answer Key

English Medium

Time Allowed: 3 Hours | Maximum Marks: 80

General Instructions:

1. This question paper contains 45 questions. All questions are compulsory.
2. Section A — Reading Skills (20 marks).
3. Section B — Creative Writing Skills (16 marks).
4. Section C — Grammar (8 marks).
5. Section D — Literature (36 marks).

Section A — Reading Skills

Comprehension (1-2 marks each)

Q.1 [1 mark]

Based on the reading and understanding of the above passage, list 2 points to describe the purpose of UNESCO leading the celebration of World Day for Cultural Diversity for Dialogue and Development. (2 marks)

Answer: 1. UNESCO leads the celebration to highlight not only the richness of the world's cultures, but also the essential role of intercultural dialogue for achieving peace and sustainable development.

2. The day provides an opportunity to deepen our understanding of the values of cultural diversity and to achieve the goals of the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions adopted on 20 October, 2005.

Explanation:

Paragraph 1 states UNESCO leads World Day for Cultural Diversity to highlight richness of cultures and the role of intercultural dialogue.

Paragraph 7 adds it deepens understanding of cultural diversity values.

OR

Q.1 [1 mark]

(i) OR: (a) _____ (b) _____ — Fill in the blanks based on the passage. (2 marks)

Answer: The blanks should be filled based on specific details from the passage about UNESCO's cultural diversity initiatives, as referenced in the question paper's sub-parts (a) and (b).

Explanation:

This is an OR alternative to Q1(i).

Students need to fill in blanks drawing on specific passage details.

Q.2 [1 mark]

(Passage 1) Select the option that corresponds to the meaning of the following sentence from para (2):

'The recent international emergency has proved the intrinsic value of the cultural and creative sector at generating social cohesion, educational resource or personal well-being in times of crisis.'

(a) The real worth of cultural sector at generating social cohesion during pandemics

(b) The real worth of creative sector at undermining the social cohesion during an international emergency

(c) The real worth of creative sector at generating education resource during an international emergency

(d) Highlighting the real worth of cultural and creative sector at generating social cohesion and educational resource during an international emergency <<

Explanation:

Option (D) best captures the full meaning — the sentence highlights the worth of BOTH cultural AND creative sectors at generating social cohesion AND educational resource during an international emergency.

Q.3 [1 mark]

(Passage 1) Based on your reading of the passage, examine in about 40 words how Sustainable Development Goals can be achieved. (2 marks)

Answer: The 17 Sustainable Development Goals (SDGs) can best be achieved by drawing upon the creative potential of the world's diverse cultures and engaging in continuous dialogue to ensure that all members of society benefit from sustainable development, as stated in paragraph 3.

Explanation:

Paragraph 3 describes how the 17 SDGs can be achieved by drawing on creative potential of diverse cultures and engaging in continuous dialogue.

Q.4 [1 mark]

(Passage 1) What is the tone of the writer in the given line from paragraph (4)? Rationalize your response in about 40 words:

'Cultural diversity is an asset.' (2 marks)

Answer: The tone is assertive and appreciative. The writer firmly establishes that cultural diversity is valuable — not merely decorative but an asset that is indispensable for poverty reduction and the achievement of sustainable development, as elaborated in paragraph 4.

Explanation:

The writer uses a definitive, positive tone to assert the value of cultural diversity as an asset for poverty reduction and sustainable development.

Q.5 [1 mark]

(Passage 1) The phrase 'bridging the gap' in paragraph (4) refers to:

(a) widening the differences

(b) connecting two disparate ideas <<

(c) supporting the bridging

(d) filling in the space between two connected things

Explanation:

'Bridging the gap' means connecting two disparate or separate ideas/groups.

In context, cultural diversity bridges the gap between cultures for peace, stability and development.

Q.6 [1 mark]

(Passage 1) In sets a-e below, identify two sets of synonyms:

a. richness and poverty

b. intellectual and moral

c. reduction and promotion

d. essential and intrinsic

e. urgent and crucial

Options:

(a) a and e

(b) b and e

(c) d and e <<

(d) b and d

Explanation:

d.

'essential' and 'intrinsic' are synonyms (both mean inherent/fundamental).

e.

'urgent' and 'crucial' are synonyms (both mean very important/pressing).

So the answer is (C) d and e.

Q.7 [1 mark]

(Passage 1) Complete the sentence appropriately:

The Second Committee of UN General Assembly in 2015 adopted _____. (1 mark)

Answer: the resolution on Culture and Sustainable Development, affirming culture's contribution to the three dimensions of sustainable development, acknowledging further the natural and cultural diversity of the world.

Explanation:

Paragraph 6 states that in 2015, the Second Committee of the UN General Assembly unanimously adopted the resolution on Culture and Sustainable Development.

Q.8 [1 mark]

(Passage 1) Complete the following sentence:

_____ is urgent and necessary for peace, stability and development. (1 mark)

Answer: Cultural diversity

Explanation:

From paragraph 4: 'Bridging the gap between cultures is urgent and necessary for peace, stability and development.' The broader context also supports 'Cultural diversity' as the answer.

Q.9 [1 mark]

(Passage 2: NEP 2020 & Skill Education) Based on the reading of the extract, list 2 objectives of NEP 2020. (2 marks)

Answer: 1. The National Education Policy 2020 proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system aligned with the aspirational goals of 21st century students.

2. The policy aims to overcome the social status hierarchy associated with skill education and integration of skill education into mainstream education in all educational institutions in a phased manner.

Explanation:

Paragraphs 1 and 2 of the second passage outline these two key objectives of NEP 2020.

Q.10 [1 mark]

(Passage 2) Fill in the blank with appropriate option from those given in the bracket, based on the understanding of paragraph (4):

The statement: 'The development of skill capacities will go hand-in-hand with the development of academic or other capacities' is a / an _____ (fact / opinion) because it is a / an _____ (subjective judgement / objective detail). (1 mark)

Answer: opinion; subjective judgement. The statement expresses a forward-looking aspiration about what should happen, making it an opinion based on subjective judgement rather than a verified fact.

Explanation:

The statement describes a planned/desired outcome rather than a proven fact, making it an opinion based on subjective judgement.

Section B — Creative Writing Skills

Writing (3-5 marks each)

Q.11 [5 marks]

(Passage 2) Select the option that corresponds to the meaning of the statement given below:

'According to the policy, by 2025, at least 50% of learners through the school and higher education system shall have exposure to skill education.'

(a) Maximum 50% learners shall have exposure to technical education.

(b) Minimum 50% learners shall have exposure to technical education.

(c) Minimum 50% learners shall have exposure to skill education. <<

(d) Maximum 50% learners shall have exposure to skill education.

Explanation:

'At least 50%' means a minimum of 50%.

The statement refers to 'skill education' not 'technical education'.

So option (C) is correct: Minimum 50% learners shall have exposure to skill education.

Q.12 [5 marks]

(Passage 2) Based on the understanding of the passage, complete the following statement appropriately:

The benefit of the hub and spoke model will be _____. (1 mark)

Answer: that Skill labs set up in schools as a Hub will allow other schools to use the facility, enabling wider access to skill education resources.

Explanation:

Paragraph 4 describes the Hub and Spoke model where skill labs in hub schools will allow other schools to use the facility.

Q.13 [5 marks]

(Passage 2) Complete the following analogy correctly with a word/phrase from paragraph (3):

Racism : colourism :: _____ : respect (1 mark)

Answer: dignity. Paragraph 3 mentions emphasizing the dignity of labour. Just as racism relates to colourism (both negative), dignity relates to respect (both positive).

Explanation:

Paragraph 3 mentions 'emphasizing the dignity of labour and importance of various vocations.' Dignity and respect are analogous positive concepts, just as racism and colourism are analogous negative concepts.

Q.14 [5 marks]

(Passage 2) As per the Global Scenario which country has the maximum percentage of students in Skill Education and what can be the possible reason? (2 marks)

Answer: South Korea has the maximum percentage of students in Skill Education at 96%. A possible reason is that South Korea has a highly developed industrial and technological economy that places strong emphasis on practical skill development alongside academic education, with strong government policies supporting vocational training and skill-based education at all levels.

Explanation:

The bar graph shows South Korea at 96%, the highest among India (5%), Egypt (30%), Denmark (50%), USA (52%), and Germany (75%).

Q.15 [5 marks]

(Passage 2) Fill in the following blank choosing the most appropriate option from the ones given below:

As per NEP 2020, skill exposure will begin at _____.

(a) middle and secondary school <<

(b) primary school
(c) higher school
(d) senior secondary school

Explanation:
Paragraph 2 states: 'Beginning with skill exposure at early ages in middle and secondary school, quality skill education will be integrated smoothly into school and higher education.'

Section C — Grammar

Grammar (1-3 marks each)

Q.16 [1 mark]

(Passage 2) Justify the statement — 'The NEP will create an awareness and appreciation of Indian arts and artisanship.' (1 mark)

Answer: The NEP will create awareness and appreciation of Indian arts and artisanship because the policy emphasizes the dignity of labour and importance of various vocations involving Indian arts and artisanship. Every child will learn at least one skill and is exposed to several more, which will lead to emphasizing the dignity of labour and importance of various vocations.

Explanation:
Paragraph 3 explicitly states this would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship.

Q.17 [1 mark]

SECTION B — GRAMMAR AND CREATIVE WRITING SKILLS

Q3(i) Fill in the blank by using the correct form of the word in the bracket, for the given portion of a letter:
Dear Sir
In response to your query, the document that _____ (explain) our country's sustainability initiatives has been attached for your consideration. (1 mark)

Answer: explains. The sentence requires simple present tense because the document currently explains the initiatives. The relative clause 'that explains' modifies 'the document'.

Explanation:

The document 'explains' — simple present tense is needed as the document currently/always explains the country's sustainability initiatives.

Q.18 [1 mark]

Q3(ii) Read the given sentence. Identify the error and supply the correction in the sentence:

'The uniquely flavoured dish was interestingly enough to captivate my taste buds.' (1 mark)

Answer: Error: 'interestingly' | Correction: 'interesting'. The adverb 'interestingly' is incorrect here; the adjective 'interesting' is needed as the complement after 'was' (linking verb).

Explanation:

After a linking verb like 'was', we need an adjective (interesting), not an adverb (interestingly).

The dish was interesting enough to captivate taste buds.

Q.19 [1 mark]

Q3(iii) Raashi and Ratul had a conversation about volunteer work.

Report Raashi's question.

Raashi: What challenges have you faced while volunteering?

Ratul: The main challenge is dealing with different personalities, but it's also a great learning experience. (1 mark)

Answer: Raashi asked Ratul what challenges he had faced while volunteering.

Explanation:

In reported speech, 'What challenges have you faced' becomes 'what challenges he had faced' — present perfect changes to past perfect, 'you' changes to 'he'.

Q.20 [1 mark]

Q3(iv) Read the dialogue between a librarian and a student.

Librarian: Welcome back! It's good to see you, young man!

Student: Thank you! I was overloaded with assignments, so I have not visited the library this week.

Based on the conversation above, report the dialogue between a librarian and a student by completing the sentence:

The librarian greeted the student warmly, expressing pleasure at his visit. The student thanked her and explained that _____ which had limited his recent visits to the library.

Select the correct option from those given below:

(a) he had been overloaded with assignments <<

(b) he has been overloaded with assignments

(c) he was overloaded with assignments

(d) he is overloaded with assignments

Explanation:

In reported speech, 'I was overloaded' changes to 'he had been overloaded' (past simple becomes past perfect).

Option (A) is correct.

Q.21 [1 mark]

Q3(v) Fill in the blank by choosing the correct option in the bracket, to complete the sentence:

The revised meeting agenda is attached and this/those/it/its needs to be emailed to all participants before the meeting. (1 mark)

Answer: this. 'This' refers to the revised meeting agenda (singular, nearby reference) that needs to be emailed to all participants.

Explanation:

'This' is the correct pronoun to refer back to 'the revised meeting agenda' — a singular, recently mentioned item.

Q.22 [1 mark]

Q3(vi) Identify the error and supply correction for the given sentence from an e-commerce website's return policy:
'We offers a 30-day return policy on all unopened products purchased from our website.' (1 mark)

Answer: Error: 'offers' | Correction: 'offer'. The subject 'We' is plural and requires the plural verb form 'offer', not the singular 'offers'.

Explanation:

Subject-verb agreement: 'We' (plural) requires 'offer' (plural verb), not 'offers' (singular verb).

Q.23 [1 mark]

Q3(vii) Select the option that identifies the error and supplies the correction for the sentence from a public health campaign:
'The campaign's goal is to increase physical activity among the younger.'

(a) Error: activity | Correction: activities
(b) Error: goal | Correction: goals
(c) Error: younger | Correction: youth <<
(d) Error: is | Correction: are

Explanation:

'Younger' is a comparative adjective and cannot be used as a noun on its own here.
The correct word is 'youth' (a noun referring to young people).
Option (C) is correct.

Q.24 [1 mark]

Q3(viii) Complete the given narrative by filling in the blank with the correct option:

The internship at the tech startup had me _____ excited about the potential of innovation and entrepreneurial spirit.

(a) feeling <<
(b) felt
(c) to feel
(d) feels

Explanation:

'Had me feeling' is the correct construction.

The causative 'had' + object + present participle (-ing form) expresses a resulting state.

Option (A) 'feeling' is correct.

Q.25 [1 mark]

Q3(ix) Report the dialogue between a vendor and his customer, by completing the sentence:

Vendor: You look a little different today!

Customer: Yes, I just got a new haircut.

The vendor noticed that his customer's appearance had changed and asked him about it. The customer admitted this, citing the fact that _____. (1 mark)

Answer: he had just got a new haircut. In reported speech, 'I just got' becomes 'he had just got' (simple past to past perfect).

Explanation:

Reported speech conversion: 'I just got a new haircut' changes to 'he had just got a new haircut' — past simple becomes past perfect, 'I' becomes 'he'.

Q.26 [1 mark]

Q3(x) Fill in the blank by choosing the correct option to complete the sentence to update the result of the regional science fair:

We have exciting news to share!

Our school _____ first place in the regional science fair.

(a) awarded
(b) was awarded
(c) had awarded
(d) has been awarded <<

Explanation:
'Has been awarded' (present perfect passive) is correct because the result is being shared as recent news ('We have exciting news').
The school received the award (passive voice), and the result is relevant to the present moment.

Q.27 [1 mark]

Q3(xi) Complete the line from a song by filling the blank with the correct option:
The morning dew captures your essence,
The flowers and grass _____ your colour,
The Sunrise embraces your arrival,
As the dawn welcomes a new day.

(a) reflect <<
(b) reflects
(c) reflected
(d) shall reflect

Explanation:
'The flowers and grass' is a compound plural subject, so it takes the plural verb 'reflect' (without 's').
The poem is in present tense throughout.
Option (A) is correct.

Section D — Literature

Textbook Questions (2-5 marks each)

Q.28 [2 marks]

Q3(xii) Identify the error and supply correction for the given sentence:

'The public health campaign aimed in increase awareness of the risks associated with underage drinking.' (1 mark)

Answer: Error: 'in' | Correction: 'to'. The correct phrase is 'aimed to increase' (or 'aimed at increasing'). 'Aimed in' is grammatically incorrect.

Explanation:
The correct preposition/construction is 'aimed to increase' or 'aimed at increasing'. 'Aimed in increase' is incorrect.

Q.29(a) [2 marks]

CREATIVE WRITING SKILLS

Q4(A) There are daily reports in the newspaper of fatal accidents due to reckless driving and road rage. Write a letter to the Commissioner of Traffic Police in about 120 words suggesting the need to take stricter action against the offenders. Recommend the use of social media to launch awareness campaigns about the implications of irresponsible driving. You are Shantanu / Savita, living at B-108 Rohini Apartments. (5 marks)

Answer: B-108 Rohini Apartments
[City]
[Date]

The Commissioner of Traffic Police
[City]

Subject: Need for Stricter Action Against Reckless Driving and Road Rage

Dear Sir/Madam,

I am writing to express my deep concern over the alarming increase in fatal accidents caused by reckless driving and road rage, as reported daily in

newspapers.

I urge you to take stricter action against offenders by imposing heavier fines, suspending licences of repeat offenders, and ensuring swift prosecution. Additionally, I recommend leveraging social media platforms to launch awareness campaigns highlighting the severe consequences of irresponsible driving, including legal penalties and the devastating impact on families.

Such campaigns on platforms like Instagram and YouTube can effectively reach younger drivers. I believe these measures will significantly reduce road accidents.

Yours faithfully,
Shantanu/Savita

Explanation:
This is a formal letter requiring proper format (sender's address, date, receiver's designation, subject, body, closing).
Key points: stricter action against offenders, social media awareness campaigns, implications of irresponsible driving.

Q.29(b) [2 marks]

Q4(B) OR: A leading communication company 'Savre' is sponsoring a half marathon run in your city to raise funds for 'Koshish' an orphanage. You are Roshini/Roshan, school captain of Adarsh Vidyalaya. You are leading a batch of hundred students in the half marathon to be held in your city.

Write a letter to the editor of a national daily emphasizing the participation of school children in such programmes as part of voluntary community service. Highlight the benefits of participation in such activities. (5 marks)

Answer: Adarsh Vidyalaya
[City]

[Date]

The Editor
[National Daily Name]
[City]

Subject: Encouraging Student Participation in Community Service Programmes

Dear Sir/Madam,

I am writing to highlight the importance of school children's participation in community service activities such as the upcoming half marathon sponsored by 'Savre' to raise funds for 'Koshish' orphanage.

As school captain of Adarsh Vidyalaya, I am proud to lead a batch of hundred students in this noble cause. Such programmes instil values of empathy, social responsibility, and teamwork in young minds. They help students develop leadership skills, build character, and understand the importance of giving back to society.

I urge more schools to encourage their students to participate in such voluntary community service activities.

Yours faithfully,
Roshini/Roshan
School Captain, Adarsh Vidyalaya

Explanation:
This is a letter to the editor emphasizing benefits of student participation in community service: empathy, social responsibility, teamwork, leadership, character building.

Q.30(a) [2 marks]

Q5(A) The visual given shows the life cycle of a butterfly. Study the information carefully and then summarise it in the form of an analytical paragraph. Make comparisons and draw conclusions wherever applicable. (5 marks)

[Life Cycle of Butterfly: Egg -> Caterpillar -> Pupa (Chrysalis) -> Emerging Butterfly -> Adult Butterfly (which lays eggs, completing the cycle)]

Answer: The life cycle of a butterfly, known as metamorphosis, consists of four distinct stages. It begins when an adult butterfly lays eggs on a host plant. These eggs hatch into larvae, commonly known as caterpillars, which feed voraciously on leaves to accumulate energy. The caterpillar then enters the pupa stage, encasing itself in a chrysalis where remarkable transformation occurs. Finally, a fully formed butterfly emerges from the chrysalis. Comparing the stages, the caterpillar and butterfly stages are the most active, while the egg and pupa stages are dormant. The entire cycle demonstrates nature's remarkable ability to transform a crawling creature into one capable of flight, concluding with the adult butterfly reproducing to continue the cycle.

Explanation:

The analytical paragraph should describe all four stages (egg, caterpillar/larva, pupa/chrysalis, butterfly), make comparisons between stages, and draw conclusions about the metamorphosis process.

Q.0 [0 mark]

Q5(A) For visually challenged students only:

The following are notes about the four stages in the metamorphosis of butterflies. Summarise the notes in the form of an analytical paragraph:

Eggs -> larva (known as caterpillar) -> pupa (known as chrysalis) -> adult (known as butterfly). (5 marks)

Answer: The metamorphosis of a butterfly progresses through four fascinating

stages. First, the adult butterfly lays eggs on suitable host plants. These eggs hatch into larvae, commonly called caterpillars, which spend their time eating and growing. Next comes the pupa stage, where the caterpillar forms a protective chrysalis around itself and undergoes a dramatic internal transformation. Finally, the adult butterfly emerges, equipped with wings for flight. This cycle then repeats when the adult butterfly lays its own eggs, demonstrating nature's remarkable cyclical process of transformation.

Explanation:

Same as Q5(A) but adapted for visually challenged students with text-based notes instead of a visual diagram.

Q.30(b) [2 marks]

Q5(B) OR: Study the table given below which shows the data on the hobbies of students during summer vacations. Write an analytical paragraph in about 120 words analysing what hobbies do boys and girls choose in their summer vacations.

Hobbies | Boys | Girls
Singing | 7% | 35%
Photography | 35% | 5%
Playing | 30% | 16%
Dancing | 13% | 40%
Yoga | 15% | 15%
(5 marks)

Answer: The data reveals interesting gender-based differences in hobby preferences during summer vacations. Dancing emerges as the most popular hobby among girls at 40%, while photography leads among boys at 35%. A striking contrast is seen in singing, where girls (35%) far outnumber boys (7%), and in photography, where boys (35%) significantly outnumber girls (5%). Playing is moderately popular among boys (30%) compared to girls (16%). Interestingly,

yoga is the only hobby where both genders show equal participation at 15%, suggesting its universal appeal. Overall, girls tend to prefer performing arts (dancing and singing), while boys lean towards outdoor activities (playing) and visual pursuits (photography). These patterns reflect broader societal trends in hobby preferences.

Explanation:

The analytical paragraph should compare hobbies between boys and girls, note key differences (dancing most popular for girls, photography for boys), highlight that yoga is equal, and draw conclusions about gender preferences.

Q.31(a) [2 marks]

SECTION C — LITERATURE TEXT BOOK

Q6(A) (Nelson Mandela: Long Walk to Freedom)

(i) Explain the feelings of the narrator when he said: 'I was overwhelmed with a sense of history.' (1 mark)

Answer: Nelson Mandela felt deeply moved and emotional on the day of inauguration because he was witnessing a historic moment — the end of apartheid and the birth of a new democratic South Africa. He was overwhelmed because the transition from a system of racial domination to one recognizing rights and freedoms of all people was a momentous historical achievement.

Explanation:

Mandela was overwhelmed because the inauguration marked the end of decades of racial oppression (apartheid) and the beginning of democracy in South Africa — a truly historic moment he had fought for all his life.

Q.0 [0 mark]

Q6(A)(ii) The system of racial domination has been replaced by a system that:

(a) confines the education of the Blacks

(b) recognises the rights and freedoms of all people <<

(c) recollects the bitter experiences

(d) focuses on the personality development

Explanation:

The extract explicitly states the old system 'has been overturned forever and replaced by one that recognised the rights and freedoms of all peoples, regardless of the colour of their skin.' Option (B) is correct.

Q.0 [0 mark]

Q6(A)(iii) Comment on the kind of society apartheid had created. (1 mark)

Answer: Apartheid had created one of the harshest and most inhumane societies the world has ever known. It was a system of racial domination where white-skinned people suppressed the dark-skinned people of their own land, denying them basic rights and freedoms based on the colour of their skin.

Explanation:

The extract describes apartheid society as 'one of the harshest, most inhumane societies the world has ever known' — a system of racial domination against dark-skinned people.

Q.0 [0 mark]

Q6(A)(iv) Which phrase would correctly substitute 'patched up' in the given sentence from the extract:

'...the white skinned people of South Africa patched up their differences...' (1 mark)

Answer: resolved / settled / reconciled. 'Patched up' means to resolve or settle differences, to mend a relationship or disagreement.

Explanation:

'Patched up their differences' means they resolved, settled, or reconciled their differences.

It means to mend or repair a disagreement.

Q.31(b) [2 marks]

Q6(B) OR (From the Diary of Anne Frank)

(i) 'In the summer of 1941, Grandma fell ill and had to have an operation, so my birthday passed with little celebration.' State any one inference about Anne from the above context. (1 mark)

Answer: Anne was closely attached to her grandmother, and her grandmother's illness deeply affected her. The fact that her birthday passed with little celebration due to her grandmother's illness shows that Anne was a sensitive and caring child who prioritised her family's well-being over her own celebrations.

Explanation:

Anne's birthday being affected by her grandmother's illness reveals her emotional sensitivity and strong family bonds.

Q.0 [0 mark]

Q6(B)(ii) The first education of Anne started at _____.

(a) a some Kindergarten School

(b) a Nursery School

(c) Montessori Nursery School <<

(d) Elementary School

Explanation:

The extract clearly states: 'I started right away at the Montessori Nursery School.' Option (C) is correct.

Q.0 [0 mark]

Q6(B)(iii) Who was Mrs. Kuperus? What kind of relationship did Anne share with her? (2 marks)

Answer: Mrs. Kuperus was the headmistress who taught Anne in the sixth form. Anne shared a very warm and close relationship with her, as evident from the fact that at the end of the year, both Anne and Mrs. Kuperus were in tears during their heartbreaking farewell. This shows mutual affection and emotional attachment

between the teacher and student.

Explanation:

Mrs.

Kuperus was the headmistress and Anne's sixth form teacher.

Their close bond is shown by the tearful farewell at the end of the year.

Q.0 [0 mark]

Q6(B)(iv) Substitute the word 'heartbreaking' with a word similar in meaning in the following sentence:

'At the end of the year we were both in tears as we said a heartbreaking farewell.' (1 mark)

Answer: sorrowful / painful / agonising / devastating / poignant. Any of these words can substitute 'heartbreaking' as they convey deep emotional sadness.

Explanation:

'Heartbreaking' means causing overwhelming distress or sadness.

Suitable synonyms include sorrowful, painful, agonising, devastating, or poignant.

Q.32(a) [2 marks]

Q7(A) (A Tiger in the Zoo — Leslie Norris)

(i) State any one point of contrast between the tiger in the zoo and in its natural habitat. (1 mark)

Answer: In the zoo, the tiger is confined to a cage where he can only take 'few steps', walking in quiet rage on 'pads of velvet quiet'. In contrast, in his natural habitat, he would be free to lurk in shadows, slide through long grass near water holes, and terrorise villages — powerful, wild, and unrestricted.

Explanation:

The key contrast is between the confined, restricted tiger in the cage (quiet rage, few steps) versus the free, powerful tiger in the wild (lurking, sliding, snarling, terrorising).

Q.0 [0 mark]

Q7(A)(ii) When the speaker suggests that the tiger should be 'Snarling around houses at the jungle's edge', what does he intimate about the tiger's natural behaviour and habitat? (1 mark)

Answer: The speaker intimates that in its natural habitat, the tiger is a fearsome predator that lives at the edge of the jungle, close to human settlements. Its natural behaviour includes snarling, baring fangs and claws — it is meant to be wild, powerful, and intimidating, not confined and subdued as in a zoo.

Explanation:

The poet suggests the tiger's natural behaviour is fierce and intimidating — snarling near villages at the jungle's edge, baring fangs and claws.
This contrasts with its subdued zoo existence.

Q.0 [0 mark]

Q7(A)(iii) The poet's skillful use of imagery effectively depicts the confinement and frustration of the tiger. Elaborate in about 40 words. (2 marks)

Answer: The poet uses vivid imagery — 'vivid stripes', 'pads of velvet quiet', and 'quiet rage' — to depict the tiger's confinement. The contrast between the few cage steps and the vast jungle with 'long grass' and 'water hole' powerfully conveys the tiger's frustration at being imprisoned, stripped of its natural power and freedom.

Explanation:

Key imagery: 'vivid stripes' (visual), 'pads of velvet quiet' (tactile), 'quiet rage' (oxymoron showing suppressed anger), 'few steps' (confinement) vs.
expansive jungle imagery (freedom).

Q.0 [0 mark]

Q7(A)(iv) Which phrase would correctly substitute 'quiet rage' in the given sentence from the extract?

'The few steps of his cage on pads of velvet quiet in his quiet rage.' (1 mark)

Answer: suppressed anger / silent fury / restrained frustration. 'Quiet rage' is an oxymoron meaning anger that is held inside, not expressed outwardly — the tiger is furious but confined.

Explanation:

'Quiet rage' combines contradictory ideas (quiet + rage) to show the tiger's suppressed, internalised anger.

Suitable substitutes: suppressed anger, silent fury, restrained frustration.

Q.0 [0 mark]

Q7(B) OR (The Ball Poem — John Berryman)

(i) Which of the following best describes the speaker's attitude towards the boy's reaction to losing his ball?

(a) indifferent as the ball is inexpensive

(b) sympathetic, understanding the depth of the boy's loss <<

(c) mocking, finding the boy's reaction exaggerated and unnecessary

(d) panicked, sharing the boy's distress over the lost ball

Explanation:

The speaker is sympathetic — he chooses not to intrude, understands that 'a dime, another ball, is worthless' because the loss is about more than material value.

He recognises the boy is learning about loss and responsibility.

Q.0 [0 mark]

Q7(B)(ii) Comment on the use of metaphor in the above extract. (1 mark)

Answer: The ball serves as a metaphor for the boy's childhood innocence and cherished possessions. Losing the ball metaphorically represents the inevitable losses one faces in life. The harbour symbolises the irretrievable nature of lost things. 'Money is external' metaphorically conveys that material replacement cannot compensate for emotional loss.

Explanation:

The ball is a metaphor for childhood innocence/precious things;
its loss represents life's inevitable losses.
The harbour symbolises irretrievability.

Q.0 [0 mark]

Q7(B)(iii) Explain the phrase 'all his young days into the harbour' with reference to the extract. (1 mark)

Answer: The phrase 'all his young days into the harbour' suggests that as the boy stares at where his ball went into the harbour, he is metaphorically watching his childhood memories and innocent days disappear into the water. The harbour represents the place where his youthful innocence is lost forever, much like the ball that cannot be retrieved.

Explanation:

The boy is not just watching a ball disappear — he is experiencing the loss of childhood innocence.
His 'young days' going into the harbour represents memories and innocence being lost irretrievably.

Q.0 [0 mark]

Q7(B)(iv) Briefly state in about 40 words the boy's journey from 'shaking grief' to 'he is learning' in the above extract. (2 marks)

Answer: The boy's journey progresses from overwhelming grief at losing his ball — standing rigid and trembling — to a profound realisation about life. He transitions from shock and sorrow to understanding his first responsibility in a world of possessions, learning that losses are inevitable and material things cannot be replaced by money alone.

Explanation:

The journey: initial shock/grief (shaking, rigid, trembling) -> staring into the harbour (processing loss) -> sensing first responsibility -> learning that losses are part of life and money cannot replace emotional value.

Q.33 [2 marks]

Q8. Answer ANY FOUR of the following five questions in 40-50 words each: (4x3 = 12)

(i) What mood of the poet is reflected in the poem 'Dust of Snow' initially? What images are used by the poet to bring about the effect? Comment.

Answer: Initially, the poet's mood is gloomy, depressed, and sorrowful — he had been having a bad day and 'rued' (regretted) the waste of his day. The poet uses the images of a crow (symbolising bad omen/darkness) and a hemlock tree (associated with poison/death) to establish the initially negative, melancholic atmosphere. These dark images set up the contrast when the dust of snow changes his mood.

Explanation:

The crow and hemlock tree are traditionally negative symbols.

The poet's initial mood is one of regret and sadness, reflected through these dark images, before the dust of snow changes everything.

Q.34 [2 marks]

Q8(ii) How far would you agree that one's positivity can bring in a spark of brightness even in adverse circumstances? Explain.

Answer: I strongly agree that positivity can bring brightness in adverse circumstances, as shown in several texts. In 'Dust of Snow', a simple moment — snow falling from a hemlock tree — changed the poet's entire outlook on a gloomy day. Similarly, in Nelson Mandela's 'Long Walk to Freedom', even decades of imprisonment could not diminish Mandela's optimism for a free South Africa. Positivity acts as an internal light that helps one find hope and meaning even in the darkest situations.

Explanation:

This question draws from themes across the syllabus — Dust of Snow (small positive moments), Nelson Mandela (hope in imprisonment), or other texts showing positivity

overcoming adversity.

Q.35 [2 marks]

Q8(iii) What makes Custard, the dragon look fearsome? Explain.

Answer: Custard the dragon has a fearsome appearance with big sharp teeth, spikes on top, scales underneath, a mouth like a fireplace with a chimney for a nose, and daggers on his toes. Despite these fearsome physical features, ironically, Custard is actually a coward who always cries for a nice safe cage, contrasting with his terrifying looks.

Explanation:

From 'The Tale of Custard the Dragon' by Ogden Nash — Custard's fearsome appearance (teeth, spikes, scales, fire-mouth, dagger-toes) contrasts with his cowardly nature.

Q.36 [2 marks]

Q8(iv) Explain, why the speaker mentions God in the poem 'For Anne Gregory'.

Answer: The speaker mentions God to make the point that only God can love a person for who they truly are, not for their external appearance. An old religious man said that only God could love someone for themselves alone and not their yellow hair (or external beauty). This implies that human love is often influenced by physical appearance, and only divine love transcends external beauty.

Explanation:

In 'For Anne Gregory' by W.B.
Yeats, the reference to God emphasises that while humans are inevitably attracted by physical appearance, only God can love unconditionally — beyond outward looks.

Q.37 [2 marks]

Q8(v) What message might the Buddha's story hold for those who are in positions of power and privilege?

Answer: The Buddha's story (from the sermon at Benares) teaches that death and

suffering are universal — they spare no one, regardless of power, wealth, or privilege. Kisa Gotami learned that no house was untouched by death. Those in positions of power and privilege should understand that their status cannot shield them from life's inevitable sorrows. They should use their influence with humility, compassion, and wisdom, helping others rather than being attached to material possessions, as everything is impermanent.

Explanation:

The Buddha's teaching to Kisa Gotami about the universality of death carries the message that power and privilege cannot prevent suffering — one should practice compassion and accept impermanence.

Q.38 [2 marks]

Q9. Answer ANY TWO of the following three questions in 40-50 words each: (2x3 = 6)

(i) Scientists contribute to make the world a better place. Griffin is an antithesis to this statement. Justify. (Footprints Without Feet)

Answer: Griffin, despite being a brilliant scientist who discovered how to make himself invisible, used his knowledge for selfish and destructive purposes. Instead of contributing positively to society, he became a lawless person — setting fire to his landlord's house, stealing from shops, attacking innocent people, and terrorising the village of Iping. He is the antithesis of a responsible scientist because he used his scientific discovery for personal gain and criminal activities rather than for the betterment of humanity.

Explanation:

Griffin from 'Footprints Without Feet' misused his scientific discovery of invisibility for theft, arson, and violence — the opposite of a scientist working for the greater good.

Q.39 [2 marks]

Q9(ii) Why did Bholi's teacher feel like an artist admiring her masterpiece?

(Bholi)

Answer: Bholi's teacher felt like an artist admiring her masterpiece because she had transformed Bholi from a timid, stammering, neglected girl into a confident, bold, and self-respecting woman. When Bholi stood up against her own marriage to the greedy Bishamber, refusing to marry a man who demanded dowry, the teacher witnessed the culmination of her efforts. Bholi's courage and self-assertion were the teacher's greatest achievement — her masterpiece crafted through years of patient encouragement and education.

Explanation:

The teacher had shaped Bholi's personality from a scared, stammering child to a confident woman who could stand up for herself — like an artist creating a masterpiece.

Q.40 [2 marks]

Q9(iii) What is the twist at the end of the story 'The Necklace'? (The Necklace)

Answer: The twist at the end of 'The Necklace' is the devastating revelation that the diamond necklace Matilda had borrowed from Madame Forestier and lost was actually fake — it was worth only five hundred francs, not the thirty-six thousand francs they had spent replacing it. Matilda and her husband had endured ten years of extreme hardship, poverty, and hard labour to repay the debt for a genuine diamond necklace, only to discover that the original was merely an imitation. This ironic twist makes the entire sacrifice tragically pointless.

Explanation:

The twist in Maupassant's 'The Necklace': after 10 years of hardship repaying the debt for a replacement diamond necklace, Matilda discovers the original was a fake worth only 500 francs.

Q.41 [2 marks]

Q10. Answer ANY ONE of the following two questions in 100-120 words:

(1x6 = 6)

(i) In the chapter 'A Baker from Goa' the narrator talks about his childhood in Goa and his fond memories. In about 120 words write a preparation draft comparing the childhood of the narrator in 'A Baker from Goa' to that of Nelson Mandela.
You may begin this way:
Childhood memories remind us of the days gone by.....
Reference: A Baker from Goa - Nelson Mandela: Long Walk to Freedom.

Answer: Childhood memories remind us of the days gone by and shape who we become as adults.

The narrator of 'A Baker from Goa' recalls a joyful, carefree childhood in Goa, filled with the aroma of freshly baked bread and the jingling sound of the baker's bamboo staff. His memories are sensory and nostalgic — the excitement of waiting for the baker (pader), the loaves of bread, and the traditional Goan sweets like bol and cake for festive occasions. His childhood represents simple pleasures and community traditions.

In contrast, Nelson Mandela's childhood in 'Long Walk to Freedom' was shaped by the harsh reality of apartheid. While he too had fond memories of his early years, his childhood innocence was gradually replaced by awareness of racial discrimination. Mandela realised that his freedom had been an illusion — as a black South African, his freedoms were curtailed.

Both narrators cherish their childhood, but while the Goan narrator's memories are of cultural richness and simple joys, Mandela's childhood led to a lifelong struggle for justice and equality. Both childhoods, however different, profoundly shaped their adult identities.

Explanation:

This comparison draws on 'A Baker from Goa' (happy, sensory childhood memories of Goan traditions) and 'Long Walk to Freedom' (childhood shaped by apartheid awareness).

Both value childhood but in very different contexts.

Q.0 [0 mark]

Q10(ii) OR: Amanda from the poem 'Amanda' is a teenager like Anne Frank and lives in her fantasy world whereas Anne lives in a cluster box. What conversation will Anne Frank have with Amanda about different perspectives of life? Write your answer in about 120 words.

Answer: Anne: Amanda, I've heard you dream of being a mermaid in the sea or an orphan roaming freely. I understand your desire for freedom — I too craved it desperately.

Amanda: Yes, Anne! My mother constantly nags me about my posture, homework, and eating habits. I just want to escape into my own world where no one tells me what to do.

Anne: I understand your frustration, but let me share my perspective. I lived hidden in a Secret Annexe for over two years during the war. I couldn't go outside, couldn't make noise, couldn't even look out the window freely. Yet I found hope through writing and dreaming of a better future.

Amanda: That sounds terrible! I never thought about real confinement.

Anne: Your parents' nagging comes from love, Amanda. True imprisonment is when you lose all choices. Cherish your freedom — use it to grow, learn, and appreciate what you have. Fantasy is wonderful, but reality, even with its imperfections, offers opportunities that I was denied.

Amanda: You're right, Anne. I should appreciate my freedom and see my parents' concern as care, not restriction.

Explanation:

This creative response contrasts Amanda's self-imposed fantasy escape from parental nagging with Anne Frank's real physical confinement, highlighting different perspectives on freedom and restriction.

Q.42 [2 marks]

Q11. Answer ANY ONE of the following two questions in 100-120 words: (1x6 = 6)

(i) How did the lady in red manage to outsmart and out maneuver the other thief, Horace Danby, by robbing the safe without leaving a single fingerprint? (A Question of Trust)

Answer: In 'A Question of Trust', the lady in red brilliantly outsmarted Horace Danby, himself a skilled thief. When she found Horace breaking into Doyle's house at Shotover Grange, she pretended to be the lady of the house. She acted confidently, claiming the jewels in the safe were hers and that she needed them for a party that night.

She cleverly convinced Horace to open the safe for her, making him remove his gloves to feel the numbers on the lock. This was her masterstroke — Horace left his fingerprints all over the safe while she walked away with the jewels without leaving any trace. When the real owners returned and the theft was discovered, all fingerprint evidence pointed to Horace. He was arrested and convicted, while the real thief — the young, well-dressed woman — escaped completely. She had used Horace's own criminal situation against him, outsmarting a thief with superior cunning and deception.

Explanation:

The lady in red tricked Horace by pretending to be the homeowner, made him remove his gloves (leaving his fingerprints), took the jewels, and escaped scot-free while Horace was arrested.

Q.0 [0 mark]

Q11(ii) OR: Hari Singh says — 'He knew it but neither his lips nor his eyes showed anything.' Anil successfully addressed the situation by not addressing it at all. Elaborate based on your reading of The Thief's Story.

Answer: In 'The Thief's Story', Anil demonstrated remarkable wisdom and compassion by choosing not to confront Hari Singh about the theft of six hundred rupees. When Hari stole the money and then returned it out of guilt — placing the damp notes back under Anil's mattress — Anil clearly knew what had happened. The wet notes were evidence enough.

However, Anil chose to address the situation by not addressing it at all. He simply handed Hari a fifty-rupee note the next morning, saying he had earned some money and would now pay him regularly. He also promised to teach him to write full sentences. His smile held 'a little sadness' but no accusation.

Anil's silence was more powerful than any confrontation. By not humiliating Hari or exposing his theft, Anil preserved Hari's dignity and gave him the space to reform. He understood that Hari's decision to return the money represented a crucial moral transformation. Had Anil confronted him, Hari might have become defensive and returned to his life of crime. Instead, Anil's quiet understanding encouraged Hari to choose the path of honesty and education over theft — a far more lasting solution.

Explanation:

Anil's response to Hari's theft demonstrates that sometimes the most powerful response is no response — his silent understanding allowed Hari's conscience to work, leading to genuine moral transformation.