

Mock Board Exam
ENGLISH – Language and Literature (184)
CLASS-X

Time allowed: 2 Hrs.

Maximum Marks: 40

READING (10 MARKS)

Note:

(i) Since the Reading Section focuses on testing a candidate’s ability to comprehend, no deductions are to be made for errors in spelling, grammar, or punctuation.

(ii) Marks should be awarded only if the answer reveals formation of a response to the question.

(iii) **No marks to be awarded** if a chunk/exact line/s is/are transcribed from the passage without evidence of structure or semblance of coherent thought, in an attempt to pass off as a response.

Objective: This section evaluates the reading and comprehension skills of the students and their ability to analyse, infer (information / meanings) and evaluate the given information.

Unseen Passage 1*5		
(ANY 5 OUT OF 6)		
Value Points		Guidance
1. State two important developmental functions toy manufacturers aim for today?		
Toys should <ul style="list-style-type: none"> ● stimulate a child’s motor and cognitive abilities ● develop a child’s analytical skills 		The learner is required to respond to— the developmental functions of toys <ul style="list-style-type: none"> ● Award maximum 1 mark for the complete correct answer ● Award partial credit of ½ mark if just ‘cognitive abilities’/ ‘analytical skills’ is addressed in the response.
2. What important considerations do toy manufactures keep in mind while making toys?		
Value Points		Guidance
<ul style="list-style-type: none"> ● effect on children of the colour, shape, material ● learning and the entertainment factors 		The learner is required to mention two important considerations while manufacturing toys <ul style="list-style-type: none"> ● Award maximum 1 mark for the complete correct answer ● Award partial credit of ½ mark if just ‘material’/ ‘learning’ is

		addressed in the response.
<p><i>Change is to be expected as you age, but deterioration is not inevitable. Many age-linked memory problems are due to poor concentration or motivation or anxiety and stress. However, studies show that mental decline is not an inevitable part of aging. People who lead lives that are intellectually <u>challenging, enjoyably exciting or interesting</u> are more likely to be free of dementia conditions like Alzheimer's disease.</i></p>		
Value Points		Guidance
<p><i>However, studies show that mental decline is not an inevitable part of ageing. People who lead lives that are intellectually <u>stimulating</u> are more likely to be free of dementia conditions like Alzheimer's disease.</i></p>		<ul style="list-style-type: none"> • Award 1 mark for the correct answer • No partial credit
4. What are the two main considerations to be kept in mind while buying toys for pre-schoolers?		
Value Points		Guidance
<ul style="list-style-type: none"> • Keep them occupied • Teach them motor/cognitive skills 		<p>The learner is required to mention two important considerations while buying toys for preschoolers</p> <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • Award partial credit of ½ mark if just 'occupation'/ 'teaching skills' is addressed in the response.
5. In what ways do action hero toys act as an inspiration for children?		
Value Points		Guidance
<ul style="list-style-type: none"> • they serve as positive role model, inspiring valour 		<p>The learner is required to mention importance of action heroes</p> <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • No partial credit
6. In what way has the parents' perception of what toys to buy for a child changed over the years?		
Value Points		Guidance

Earlier days toys were bought were within the budget/appealed to the parents and children Today, psychologically and mentally challenging		The learner is required to mention reasons for purchase of toys earlier and now <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • Award partial credit of ½ mark if just ‘within budget or appealing’/ ‘challenging’ is addressed in the response.
2. UNSEEN PASSAGE 1*5=5		
(ANY 5 OUT OF 6)		
1. Cite a point in evidence that shows that women sportspersons in India are not given due importance.		
Value Points		Guidance
Female athletes have been marginalised and mainstream media does not highlight their achievements.		The learner is required to mention the complete reason <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • No partial credit
2. What is the relationship between working women and gender gap?		
Value Points		Guidance
The graph that depicts working women and gender ratio shows the gender gap decreases if more women enter the workforce..		The learner is required to mention both increase in number of working women and decreasing gender gap <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • No partial credit
3. What is the Haryana government doing to encourage the participation of women in sports?		
Value		Guidance
Various incentives schemes of employment for medal-winning athletes <ul style="list-style-type: none"> - Compulsory for children to play sports in schools. 		The learner is required to mention both the points. <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • Award partial credit of ½ mark if just ‘incentives’/ ‘compulsory sports’ is

		addressed in the response.
4. What is the change that has come about in the status of women in Haryana with the encouragement of the state government for women athletes?		
Value		Guidance
<i>Haryana reported a rise in the sex ratio to 877 females per 1000 males, its best in the last 110 years.</i>		The learner is required to mention the change in sex ratio. <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • No partial credit
5. What is the reason that Himachal Pradesh has the lowest gender gap?		
Value		Guidance
This is because Himachal Pradesh has the highest female labour force participation in the country – 49.8% women to 55.5% men		The learner is required to mention highest female labour force participation/49.8% women to 55.5% men <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • Award partial credit of ½ mark if figures are not addressed in the response.
6. What is the message that the writer has conveyed in the passage?		
Value		Guidance
The message of the passage is status of women improves if women go out to work		The learner is required to mention status of women/ work or labour <ul style="list-style-type: none"> • Award maximum 1 mark for the complete correct answer • No partial credit
SECTION B - WRITING AND GRAMMAR (10 MARKS)		
3. Attempt ANY ONE from i and ii.		5*1
i. ANALYTICAL PARAGRAPH WRITING		
The question tests the following writing LOs:		
<ul style="list-style-type: none"> ▪ convey ideas convincingly using appropriate language ▪ organize the content and structure the ideas logically, sequentially, cohesively ▪ use a range of vocabulary and sentence structure appropriate to the content and context ▪ use of functional language to show comparison, contrast, emphasis, conclusion etc. 		
GUIDANCE		
Award 3 marks for content—		
<ul style="list-style-type: none"> ▪ Topic sentence identifying the main point in the graph – ½ mark 		

For Instance:

The Internet *has become an essential part of the student's life in this modern era where technology is taking over the students' lives increasing dependence on Internet for both academic purposes and for leisure.*

- Any 2 points of contrast/ comparison with evidence – 2 marks

For instance:

Contrast between use of the internet for work and leisure.

- Concluding sentence, tied to the content of the topic sentence, showcasing a perspective/ rationalising of the increasing addiction. – ½ mark

Note- Just listing concept map matter without evidence of analysis carries no credit.

Award 2 marks for organisation & expression –

- ½ mark—

✓ Inclusion of a single paragraph organisation with a suitable topic sentence supporting sentences and a suitable concluding sentence.

No requirement of a title (because the purpose is analysis, not publication). No penalty if the title is written.

- 1 mark—

✓ use of appropriate functional language to show comparison/contrast & emphasis:

Comparison/ Contrast: in contrast with, in comparison to, on the contrary, however, whereas, as opposed to, while, a striking difference, a noticeable difference, despite etc.

Emphasis: in other words, /especially/ specifically/ to emphasise/ to demonstrate/such as/in particular etc.

✓ full credit 1 mark to be allotted if the functional language has been used consistently

✓ partial credit ½ mark to be allotted if the functional language has been used occasionally/sparingly

✓ No credit of marks if functional language is missing (not used at all)

Comparison/ Contrast: in contrast with, in comparison to, on the contrary, however, whereas, as opposed to, while, a striking difference, a noticeable difference, despite etc.

Emphasis: in other words, /especially/ specifically/ to emphasise/ to demonstrate/such as/in particular etc.

✓ full credit 1 mark to be allotted if the functional language has been used consistently

✓ partial credit ½ mark to be allotted if the functional language has been used occasionally/sparingly

✓ No credit of marks if functional language is missing (not used at all)

- ½ mark—

✓ Unity of ideas in the complete paragraph with ideas arranged logically –sentences within paragraph follow expected organizational frameworks*

*[Categorical – in order of importance; Evaluative - a problem is introduced, and the pros and cons are weighed; Comparative – similarities and differences; Cause and Effect; Descriptions- from general to specific attributes]

Accuracy-

Deduct from the overall score if the error density is high as this impacts the communicative function.

✓ ½ mark for a total of 2-3 spelling and grammatical errors

✓ 1 mark for a total of more than 3 spelling and grammatical errors

VISUALLY CHALLENGED

The steady growth of e-learning around the world is inspiring many educational institutions to adopt the same. This has led to an increase in the use of the internet among teenagers. Write a paragraph on the Growing Use of internet in India.

Write a paragraph to analyse the given argument. You could think about what alternative explanations might weaken the given conclusion and include rationale / evidence that would strengthen / counter the given argument.

✓ use of appropriate functional language to agree or disagree with the premise

Agree: completely agree as it clearly points.... / Offers credible arguments to support.../ ...is difficult to contradict/undeniably/ hard to disagree etc.

Disagree: Unlike...what matters is.../even though ...claims that..., it stands to reason that.../fails to convince/ is overstated/ this opinion is contentious etc.

Justify: Answer the 'why'? and use words like – because, since, due to, as a consequence of, based on and etc.

✓ full credit 1 mark to be allotted if the functional language has been used consistently

✓ partial credit ½ mark to be allotted if the functional language has been used occasionally/sparingly

No credit of marks if functional language is missing (not used at all)

Letter of Inquiry

You are PQR. You saw an advertisement about a course in Spoken English, published by 'A to Z in English', 22, Gandhi Nagar, Chennai 20. You wish to join the course. Write a letter to the advertiser in about 120 words inquiring about all the details that you require.

Break up of marks: Content - 2, Expression- 2, Accuracy - 1

Value points- Content

- Reference to the source of information
- Conveying interest
- Seeking information about required criteria for admission
- Enquiring about scholarship details
- Asking about fees/ expenditure/ mode of payment
- Any other relevant information

Descriptors for Content

NOTE-Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.

2 marks

✓ All points included

✓ Well-developed with sustained clarity

1½ marks

✓ Almost all points incorporated

✓ Reasonably well-developed

1 mark

✓ Some points incorporated

✓ Fair attempt at developing ideas with some impact on clarity of response

½ mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

Expression -2 marks

Marks	Descriptors for Expression
NOTE -Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.	
2	<ul style="list-style-type: none">• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending.• Carefully structured content with organised paragraphing presented cohesively.• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively
1½	<ul style="list-style-type: none">• Frequent clarity of expression most of the times, layout of a formal letter largely accurate.• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.
1	<ul style="list-style-type: none">• Inconsistent style, expression sometimes awkward, layout of a formal letter basically accurate.• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.
½	<ul style="list-style-type: none">• Expression unclear, layout partially followed affecting the format of the letter.• Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.• Very limited vocabulary or copying from the question.

Accuracy -1 mark
Descriptors for Accuracy

1 mark

- ✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

½ mark

- ✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

No credit

- ✓ Frequent errors in spelling, punctuation and grammar, impeding communication.

4. EDITING 1*3 = 3

The following paragraph has not been edited. There is one error in each line. Identify the error and write its correction against the correct blank number. Remember to underline the correction. The first one has been done for you.

The body could be consider a permanent furnace.	Error consider..	Correction considered
The food we take in is 'fuel', who the body 'burns up'.	a)who	which
In this process, about 2,500 calories are being use	b) use	used
every day in the body. Its enough heat to bring 23	c) its	It's/It is
litres of water to the boiling point!		

GUIDANCE

Award 1 mark for each correct answer

- ½ mark for identification of the error
- ½ mark for writing of the correction

Editing is incomplete if either aspect (identification or rectification) is missing.

5. PASSAGE COMPLETION - REPORTED SPEECH 1*2

Read the conversation between two flatmates and complete the passage that follows.

Vineeta: Our flatmate, Shaina, has run away with my gold watch.

Shikha: I am going to the police station to report the theft.

Vineeta told Shikha that (a) **their flatmate, Shaina, had run away with her** gold watch. Shikha replied (b) **that she was going to the police station to report** the theft.

GUIDANCE

Award 1 + 1 mark for each correct answer.

NO partial credit.

SECTION C -LITERATURE (20 MARKS)

5. SHORT QUESTIONS 2*6 = 12

(ANY 6 OF 7)

Objective: This section evaluates the questions based on texts to assess interpretation, inference, extrapolation beyond the text and across the texts.

➤ Content -1 mark

- Value points based on Q asked.

➤ Expression- 1 mark

- Answer organised effectively/ logically (instead of a careless group of sentences strung loosely together)

- Use of required functional language/ expressions

➤ No marks deducted for exceeding word limit

i. "Did I pass that way huge times ago and negligently drop them/" What does the poet mean by that way and them?

Value points		Guidance
<ul style="list-style-type: none"> • the poet introspects himself and wonders where the animals got those good qualities from. 		The answer needs to showcase humans losing humanity and animals acquiring it both. Content -

<ul style="list-style-type: none"> ● “human” good qualities like innocence, kindness, truthfulness are now seen in animals ● Did humans carelessly lose ● These qualities that were found in human beings in the past are now found in animals. 		<p>Award 1 mark for full explanation of the two strands</p> <p>Award ½ mark for partial explanation.</p> <p>Expression –</p> <p>1 mark when both aspects included</p> <p>✓ Answer organised effectively</p> <p>✓ usage of words for description and substantiation</p> <p>✓ ½ mark when either aspect is missing</p>
<p>ii. Personal losses are a part of life. How does Gautam Buddha convey the message that we must move on in life.</p>		
<p>Value points</p>		<p>Guidance</p>
<ul style="list-style-type: none"> ● Stress and personal loss part of life ● Death is inevitable end of life ● No point mourning or lamenting over death ● Must move on keeping one’s calm and composure 		<p>The answer needs to showcase losses like death and retaining one’s calm and composure</p> <p>Content -</p> <p>Award 1 mark for full explanation of the two strands</p> <p>Award ½ mark for partial explanation.</p> <p>Expression –</p> <p>1 mark when both aspects included</p> <p>✓ Answer organised effectively</p> <p>✓ usage of words for description and substantiation</p> <p>✓ ½ mark when either aspect is missing</p>
<p>iii. Justify the statement, “Bakers in Goa are synonymous with celebrations.”</p>		
<p>Value points</p>		<p>Guidance</p>
<ul style="list-style-type: none"> ● Marriage gifts include the sweet bread known as the bol ● party or a feast incomplete without bread. 		<p>Content -</p> <p>Award 1 mark for full explanation of the two strands – importance of bread and role of baker.</p>

<ul style="list-style-type: none"> ● Wedding/ engagement/Christmas/ Feasts sandwiches, Cakes and bolinhas are a must 		<p>Award ½ mark for partial explanation. Expression – 1 mark when both aspects included</p> <p>✓ Answer organised effectively</p> <p>✓ usage of words supporting the reasoning/ expression of significance - since, because, therefore, so that etc.</p> <p>½ mark when either aspect is missing</p>
---	--	--

iv. Lomov and Natalya represent a society driven by money. Comment.

Value points		Guidance
<ul style="list-style-type: none"> ● Chekhov's The Proposal highlights the cold approach to marriage common among land-owning wealthy societies. ● Satire on money-driven type of marriage ● Lomov and Natalya well-to-do landowner want to wed each other for convenience and economic security ● blind to the fact they would not get along well. 		<p>Content - Award 1 mark for full explanation of the two strands – Lomov and Natalya's wealthy landowner/ constantly fight yet want to get married. Award ½ mark for partial explanation. Expression – 1 mark when both aspects included</p> <p>✓ Answer organised effectively</p> <p>✓ usage of words supporting the reasoning/ expression of significance - since, because, therefore, so that etc.</p> <p>½ mark when either aspect is missing</p>

v. What allusion does the poet use in Amanda? What effect does it create?

Value points		Guidance
<ul style="list-style-type: none"> ● The poet makes an allusion to Rapunzel. ● The allusion is justified as Rapunzel lived with a witch who kept her confined and constantly kept a check on her. The witch had several 		<p>Content - Award 1 mark for full explanation of the two strands – Rapunzel and her confinement/ Amanda and her being caged by her mother's rules. Award ½ mark for partial explanation. Expression –</p>

<p>rules Rapunzel had to follow.</p> <ul style="list-style-type: none"> • Amanda too, feels caged by the impositions of her mother. • She at the same time desires peace in isolation like Rapunzel had in her tower and clarifies in the poem that she will not let her hair down for anyone like Rapunzel. 		<p>1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words supporting the reasoning/ expression of significance - since, because, therefore, so that etc. <p>½ mark when either aspect is missing</p>
<p>vi. Bring out the irony in the life of Matilda Loisel after she lost the necklace she had borrowed from her friend.</p>		
<p>Value points</p>		<p>Guidance</p>
<ul style="list-style-type: none"> • Loisels take on tremendous debt in order to replace an apparently expensive necklace that was actually a cheap imitation. • Mme. Loisel is dissatisfied with her place in society at the beginning of "The Necklace." In her efforts to pretend to be higher class by borrowing a beautiful necklace, she and her husband end up even lower in society. 		<p>Content - Award 1 mark for full explanation of the two strands – debt to replace a necklace that was fake and Matilda sinks much lower than the life she despised. Award ½ mark for partial explanation.</p> <p>Expression – 1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words supporting the reasoning/ expression of significance - since, because, therefore, so that etc. <p>½ mark when either aspect is missing</p>
<p>vii. Bring out the theme of appearance versus reality in The Tale of Custard the Dragon.</p>		
<p>Value points</p>		<p>Guidance</p>
<ul style="list-style-type: none"> • 'The Tale of Custard the Dragon' brings out an excess of self-confidence in the cat, dog and mouse who claim to be brave and are so cowardly in a time of crisis. 		<p>Content - Award 1 mark for full explanation of the two strands: those who claim to be brave are cowards and the one who was thought to be a coward is actually valiant. Award ½ mark for partial explanation.</p>

<ul style="list-style-type: none"> Whereas, the cowardly creature, the little dragon, comes out victorious at the end. 		<p>Expression – 1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words supporting the reasoning/ expression of significance - since, because, therefore, so that etc. <p>½ mark when either aspect is missing</p>
---	--	---

7. LONG QUESTIONS 4*2

ANY 2 OF 3

GUIDANCE – Content 2 marks; Expression & Accuracy 2 marks

Note-

✓ Use the given descriptors to mark the LQs for CONTENT (refer to value points) and EXPRESSION

✓ If the response does not justify all points of a level, the response is marked down.

DESCRIPTORS FOR CONTENT	Marks
<ul style="list-style-type: none"> Sustained, clear, well-developed personal response to the task Well-developed and justified arguments/evidence for the characters 	2
<ul style="list-style-type: none"> Largely, a reasonably well-developed personal response to the task Clear justification with arguments/evidence for the characters 	1½
<ul style="list-style-type: none"> Fairly competent personal response to the task Clear justification with restricted arguments/evidence for the characters 	1
<ul style="list-style-type: none"> Limited awareness of the task Limited justification or relevant arguments/evidence for the characters 	½
DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion)	Marks
<ul style="list-style-type: none"> Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively. Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively. Spelling, punctuation and grammar are almost always accurate 	2
<ul style="list-style-type: none"> Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas. Range of vocabulary suffices in large parts to convey the overall idea and meaning Spelling, punctuation and grammar mostly accurate, with occasional minor errors but does not impede communication 	1½
<ul style="list-style-type: none"> Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas. Range of vocabulary is limited and conveys a basic idea of the overall meaning Spelling, punctuation and grammar fairly accurate, with occasional minor errors but does not impede communication 	1
<ul style="list-style-type: none"> Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas. 	½

<ul style="list-style-type: none"> • Very limited expected/ topical vocabulary as per question asked • A lot of errors in spelling, punctuation and grammar that impede communication. 	
<p>i. As Bholi was being taken to school, she was frightened. She remembered their old cow Lakshmi had been turned out of the house and sold. She cried and shouted in terror as she was led to the school. However, her teacher changed her life. Based on your understanding of the story, develop a conversation between them.</p> <p>You may begin like this: Teacher: Bholi, what a pretty dress you are wearing! And you have such nice long hair. Come on, give us a smile. Bholi: I am so scared. I've never been out of the house before.</p>	
Value Points	
<p>The dialogues should be based on an understanding of the chapter. There should be expression</p> <ul style="list-style-type: none"> • of fear of rejection and anxiety from Bholi • showing she requires reassurance from the teacher. • The teacher, being kind and understanding, must be able to reassure and comfort Bholi. • The element of encouragement that changed Bholi's life using examples from text descriptions need to be showcased. 	
<p>ii. By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.' –Confucius. How is this true of the young lawyer in The Hack Driver?</p>	
Value Points	
<p>Students may start with the bitter lesson learnt by the young lawyer</p> <ul style="list-style-type: none"> • Considers he is well-qualified and smarter than the simple village folk • Oliver Lutkins fools him – leads him around the village looking for himself • Not only does he fool the young lawyer, he makes money in the form of hack fare. • The young lawyer learns a lesson he's not likely to forget in a hurry. 	
<p>iii. "You seem to have done your homework before coming," Pranjol's father says to Rajvir. How is this true of both Rajvir and Valliamma?</p>	
Value points	
<p>Students may draw upon the following:</p> <ul style="list-style-type: none"> ▪ Introductory sentence: ✓ Both embark on journey – new experience ✓ requires preparation from both <p>Value points</p> <ul style="list-style-type: none"> • Both are excited about journey • Find out as much as they can -- Rajvir finds out everything about the tea farmers of Assam and the growth duration along with the traits of the tea farms. • Valli listens to conversations between her neighbours and people who regularly use the bus and asks a few discreet questions here and there. <p>Difference – duration of journey/mode of transport/ companion vs. alone</p>	