

ENGLISH COMMUNICATIVE (101)

Class X • Sample Question Paper • Session 2026-27

Questions with Answers, Solutions and Marking Scheme

Time allowed: 3 Hours

Maximum Marks: 80

General Instructions

- This question paper has 12 questions. All questions are compulsory.
- This question paper contains four sections — Section A: Reading Skills, Section B: Writing Skills, Section C: Grammar, Section D: Literature.
- Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
- Separate instructions are given with each question/part, wherever necessary.
- Adhere to the prescribed word limit while answering the questions.

The marking scheme gives suggested value points. A student's own correct expression earns full credit. In a multiple-choice question, if more than one option is written, no marks are awarded.

SECTION A • READING SKILLS (22 marks)

Question 1 — 12 marks

Read the following passage carefully:

- What does travel do to you? Do you come back home a different person? Travel could be far more than a change of scenery — it can become a spiritual experience that shakes off our usual certainties and connects us to a richer, vaster world.
- As celebrated travel writer Pico Iyer reflects, “When you are in a foreign place, you can’t define yourself as you used to.” In unfamiliar surroundings, stripped of familiar routines and expectations, we are no longer the versions of ourselves that we know best. The landmarks that once anchored our identity fall away, and in their absence, a wider self begins to emerge.
- This transformation is not just poetic — it’s practical. When we travel, we encounter different cultures, traditions, landscapes and belief systems. These interactions gently push us to question our assumptions and recalibrate our worldview. Such places possess a beauty and depth that move almost everyone who visits, regardless of their background or belief.
- Indeed, many travellers discover that their journey becomes a mirror. The unfamiliar acts as a magnifying glass on the self: our prejudices, fears, joys and curiosities all come into sharper focus. Iyer suggests that in such moments, we return “a different person than the one who left home.” We become more curious, humble and open to the world’s complexity, rather than reinforcing old certainties.
- Travel’s greatest gift may be humility. When we step out of our comfort zones, we face situations that challenge our assumptions — from language barriers to unfamiliar foods, social norms and customs. This daily negotiation with difference teaches us resilience and empathy. As travellers engage with peoples whose lives have unfolded on very different cultural trajectories, they begin to weave a broader understanding of humanity.
- But not all travel has to be far-flung to be transformative. Even within one’s own country, journeys through varied landscapes — deserts, mountains, coastlines, forests — can stir a deeper appreciation for life’s diversity and the interconnectedness of all people. In a world where so many people live in digital proximity yet real-world distance, travel reminds us that human experience is far broader than our immediate neighbourhood.
- Ultimately, travel is not merely about ticking destinations off a list; it’s about letting experiences shape a more expansive sense of self. Whether you walk ancient streets, witness natural wonders, share a meal with strangers, or simply watch a sunset in a place unknown, the journey invites reflection, challenges complacency, and inspires growth.

Source: Published in The Times of India – Speaking Tree (Travel & Personal Insight)

Answer the following questions, based on the passage above.

I. Why does the writer describe travel as more than “a change of scenery”? [1]

- (a) it provides temporary enjoyment without lasting personal impact
- (b) it provides a brief escape from everyday duties and routines
- (c) it leads to transformation of one’s outlook and self
- (d) it increases awareness of one’s regular habits and surroundings

Answer and Solution: (c) it leads to transformation of one’s outlook and self.

II. Complete the following with the correct option from those given in the brackets. [1]

In the line ‘a wider self begins to emerge’, the word ‘wider’ indicates _____ (a broader and more inclusive sense of identity / a physically expanded self / an unclear or confused identity).

Answer and Solution: a broader and more inclusive sense of identity

III. What does Pico Iyer mean by the phrase ‘you can’t define yourself as you used to’? It means that travel _____. [1]

Select the correct option to complete the answer. [1]

- (a) removes all memories of a person’s past life.
- (b) compels individuals to abandon their cultural origins.
- (c) questions fixed identities formed by habit and familiarity.
- (d) eliminates the need for personal identity altogether.

Answer and Solution: (c) questions fixed identities formed by habit and familiarity.

IV. Give two reasons why encountering unfamiliar cultures can transform a traveller’s worldview. (Answer in 30–40 words.) [2]

Answer and Solution: Encountering unfamiliar cultures transforms a traveller’s worldview because it exposes them to different traditions, beliefs and lifestyles. These experiences challenge existing assumptions and encourage reflection, helping travellers develop a broader, more open-minded understanding of the world.

V. Complete the following with the appropriate option. The phrase ‘the journey becomes a mirror’ creates the imagery of a _____. [1]

- (a) reflection revealing one’s inner self
- (b) window opening to the outer world
- (c) shield protecting personal beliefs
- (d) map guiding physical travel

Answer and Solution: (a) reflection revealing one’s inner self

VI. What would be the most suitable title for Paragraph 4? [1]

- (a) Pleasure, Escape and Recreation in Travel
- (b) Discomfort, Adjustment and Challenge in Travel
- (c) Humility, Empathy, and Growth Through Travel
- (d) Difference, Distance and Division in a Globalised Travel

Answer and Solution: (c) Humility, Empathy, and Growth Through Travel

VII. Fill in the blank by choosing the appropriate option from those given in the brackets. [1]

Paragraph 4 includes a _____ (observation / warning / reflection) about how travel challenges assumptions and builds empathy.

Answer and Solution: observation

VIII. Which phrase from Paragraph 5 shows that travel does not need to be international to be transformative? [1]

Answer and Solution: ‘Even within one’s own country’

IX. Why does the writer describe travel as an experience that inspires growth? (Answer in 30–40 words.) [2]

Answer and Solution: The writer describes travel as inspiring growth because it pushes individuals beyond their comfort zones. Facing unfamiliar situations builds adaptability, broadens thinking and deepens understanding of oneself and others, leading to emotional and intellectual development.

X. Why does the author suggest that travel helps individuals develop empathy and resilience? [1]

Answer and Solution: The author suggests that travel builds empathy and resilience by placing individuals in unfamiliar situations where they must adapt, negotiate differences and understand diverse ways of life, leading to greater emotional strength and compassion.

Marking Scheme

Part	Marks	Marks are awarded for
I	1	Correct option (c).
II	1	Correct option from the brackets.
III	1	Correct option (c).
IV	2	A relevant answer within 30–40 words giving two reasons drawn from the passage.
V	1	Correct option (a).
VI	1	Correct option (c).
VII	1	Correct word from the brackets.
VIII	1	The correct phrase quoted from Paragraph 5.
IX	2	A relevant answer within 30–40 words covering the value points.
X	1	A relevant answer based on the passage.

Total for Question 1 = 12 marks. Value points are suggested only; a student's own correct expression is awarded full marks.

Question 2 — 10 marks

Read the following.

EACH ONE TEACH ONE

When Learning is Shared, it Multiplies

Learning Is Not a Competition. It Is a Responsibility.

In every classroom, there are students who quietly struggle. Some hesitate to ask questions. Some need a little more time. Some simply need someone who will sit beside them and say, "Let's try again."

The 'Each One Teach One' project begins with a simple but powerful belief — that learning grows when it is shared. Instead of competing with one another, students become partners in progress. Each volunteer chooses one learner who needs support and commits to teaching them for a few weeks. The focus may be reading, writing, mathematics, grammar, or even exam preparation.

When students teach, something remarkable happens. They revise concepts more deeply, understand ideas more clearly, and discover gaps in their own knowledge. Teaching does not reduce what they know; it strengthens it. Education becomes not just a personal achievement, but a shared journey.

Two Learners. One Journey.

The impact of this initiative is twofold. The learner gains confidence, clarity, and the courage to ask questions. The student-teacher develops patience, leadership, and empathy. In helping someone else understand, they begin to understand themselves better.

More importantly, the culture of the school begins to change. Classrooms become spaces of cooperation rather than comparison. Success is no longer measured only by marks, but by the ability to uplift others.

'Each One Teach One' reminds us that education is not merely about scoring well in examinations. It is about building a community where knowledge flows freely and no student feels left behind.

One student.

One learner.

One meaningful difference.

To volunteer or register for the project, contact the School Social Responsibility Cell or speak to your Class Teacher.

Email: eachoneteachone@sspschool.edu Website: www.sspschool.edu/eachoneteachone Helpline: 98765 43XXX

Registrations open till 15 August.

Answer the following questions, based on your reading of the above information.

I. Complete the following with a suitable option. The 'Each One Teach One' initiative challenges the idea that learning is primarily a _____. [1]

- (a) structured institutional obligation
- (b) competitive individual pursuit
- (c) government-regulated system
- (d) performance-based evaluation model

Answer and Solution: (b) competitive individual pursuit

II. Complete the following with a suitable option. When the passage states that 'teaching strengthens what they know,' it implies that peer instruction leads to _____ understanding. [1]

- (a) superficial and temporary
- (b) memorised and mechanical
- (c) reinforced and conceptually deeper
- (d) examination-oriented and strategic

Answer and Solution: (c) reinforced and conceptually deeper

III. State whether True or False: The 'Each One Teach One' initiative suggests that academic excellence is best achieved through individual competition rather than collaborative responsibility. [1]

Answer and Solution: False

IV. Select the option that best explains the phrase, 'partners in progress'. [1]

- (a) students working separately to achieve their own academic improvement
- (b) classmates supporting each other to achieve shared academic growth
- (c) learners competing actively to secure higher academic positions
- (d) teachers monitoring students to ensure steady academic progress

Answer and Solution: (b) classmates supporting each other to achieve shared academic growth

V. Explain how the initiative benefits the student-teacher beyond academic revision. [2]

Answer and Solution: The initiative helps the student-teacher develop patience, leadership and empathy. By teaching others, they also discover gaps in their own understanding and gain deeper self-awareness, which strengthens both their character and confidence.

VI. Complete the following with a suitable option. The phrase 'no student feels left behind' suggests _____. [1]

- (a) automatic promotion of all students regardless of performance levels
- (b) comprehensive emotional and academic inclusion within the classroom
- (c) complete abolition of examinations across all grade levels
- (d) total elimination of differences in student ability and performance

Answer and Solution: (b) comprehensive emotional and academic inclusion within the classroom

VII. Complete the following suitably. By encouraging students to support peers who hesitate to ask questions, the 'Each One Teach One' project transforms learning from a competition into a _____. [1]

Answer and Solution: shared responsibility

VIII. How does the 'Each One Teach One' initiative challenge traditional ideas of academic success? Explain with reference to the text. [2]

Answer and Solution: The initiative challenges traditional ideas of academic success by shifting the focus from marks and competition to cooperation and collective growth. Success is measured not only by personal achievement but by the ability to help others learn and grow, creating a supportive learning community.

Marking Scheme

Part	Marks	Marks are awarded for
I	1	Correct option (b).
II	1	Correct option (c).
III	1	Correct response — False.
IV	1	Correct option (b).
V	2	A relevant answer covering the value points.
VI	1	Correct option (b).
VII	1	Correct completion of the sentence.
VIII	2	A relevant answer with reference to the text.

Total for Question 2 = 10 marks.

SECTION B • WRITING SKILLS (22 marks)

All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.

Question 3 — 3 marks

You are Riya, Class X-B, Vidyabhavan Public School. Write an application to the Principal requesting permission to set up a Reading Corner in your classroom. State the reason how it will benefit students and suggest one way to manage it effectively.

Answer and Solution

Write the answer in the format of a formal application, covering the following content points:

- State the purpose of the application and seek permission to set up a Reading Corner.
- Explain how it will improve students' reading habits, vocabulary and concentration.
- Suggest one effective method to manage it — student in-charge / book register / rotation system.

Marking Scheme: Format – 1 + Content – 1 + Accuracy – 1 = 3 marks

Question 4 — 4 marks

Write a factual description of the School Library in your school in not more than 100 words. Describe its physical layout, seating arrangement and the resources and facilities available for students and teachers.

Answer and Solution

Write a factual description within 100 words, covering the following content points:

- Describe the physical layout of the library — space, seating arrangement, workstations.
- Mention the variety of genres available.
- Talk about the resources and facilities for students and teachers.

Marking Scheme: Content – 2 + Organisation – 1 + Accuracy – 1 = 4 marks

Question 5 — 7 marks

Attempt any one of the two, (A) or (B), in 120 words.

- A.** You are Anish Khanna, a concerned citizen, residing at 45, Green Park, New Delhi. You are deeply worried about the increasing tendency of people to consume antibiotics for minor health issues such as common cold, mild fever, or throat irritation, often without proper medical advice. This indiscriminate intake is leading to serious health problems, including weakened immunity and antibiotic resistance.

Write a letter to the Editor of a national daily highlighting the harmful effects of misuse of medication on human health in 120–150 words. Use your own ideas along with those from MCB Unit 1: Health and Medicine, to write this letter.

OR

- B.** You recently came across the article that private coaching centres, online tutors and AI-based learning platforms are multiplying. Despite all this schools continue to play the most crucial role in shaping students' values, discipline, empathy and social responsibility.

Write a letter to the Editor of a national daily as Meera Singh, 102, Rosewood Colony, Jaipur, expressing your views on how schools contribute to value education to create better humans. Use your own ideas along with those from MCB Unit 2: Education, to write this letter.

Answer and Solution

Write the answer in the format of a letter to the Editor — sender's address, date, receiver's address, subject, salutation, body in paragraphs, complimentary close and signature.

A. Suggested content points

- Highlight concern about the growing misuse of medication for minor illnesses.
- Explain causes such as self-medication and lack of medical advice.
- Describe harmful effects like antibiotic resistance and weakened immunity.
- Emphasise long-term risks to human health.

- Stress the need for awareness and responsible usage.
- Appeal to authorities, doctors and the public.

B. Suggested content points

- Refer to the rise of coaching centres, online tutors and AI platforms.
- Highlight the unique role of schools in value education.
- Explain how schools teach discipline, empathy and social responsibility.
- Emphasise the importance of human interaction and peer learning.
- Mention teachers as role models.
- Stress holistic development beyond academics.

Marking Scheme: Format – 1 + Content – 3 + Organisation – 2 + Accuracy – 1 = 7 marks

The same allocation applies to whichever option, (A) or (B), is attempted.

Question 6 — 8 marks

Attempt any one of the two, (A) or (B), in 150 words.

- A.** Imagine you are Soham Sharma of Class X. Write an article for your school magazine on the topic 'Promoting Social Harmony in a Diverse Society'. Emphasise the importance of respect, tolerance and cooperation. Explain how social harmony strengthens national integration and suggest practical steps students can take to promote peaceful coexistence in their daily lives.

You may use your own ideas along with the given cues and your reading of MCB Unit 6: National Integration.

Cues: Social harmony – key elements – small acts build unity – practical ways to practise harmony in daily life.

OR

- B.** You are Kritika Kapoor, Class X. Write an article for your school magazine on 'The Role of Renewable Energy in Building a Sustainable Future'. In your article, discuss the different types of renewable energy, their benefits to society and the environment and the challenges faced in adopting them.

You may use your own ideas along with the given cues and your reading of MCB Unit 3: Science.

Cues: Major sources – key advantages – challenges and critical issues – actionable steps to promote clean energy use.

Answer and Solution

Write the answer in the format of an article — title, by-line, and a body in clear paragraphs with an introduction, development and conclusion.

A. Suggested content points

- Define social harmony in a diverse society.
- Highlight key values such as respect, tolerance and cooperation.
- Explain its importance for national integration.
- Emphasise unity in diversity as a national strength.
- Suggest small acts that promote harmony.
- Describe the role of students in daily life.
- Provide practical steps for peaceful coexistence.
- Conclude with the benefits of social harmony.

B. Suggested content points

- Define renewable energy.
- Mention major sources such as solar, wind, hydro and biomass.
- Highlight benefits to the environment and society.
- Explain reduction in pollution and fossil fuel dependence.
- Refer to recent innovations and technological developments.
- Discuss challenges in adoption — cost, infrastructure, awareness.
- Suggest actionable steps to promote clean energy use.
- Conclude with the need for a sustainable future.

Marking Scheme: Format – 1 + Content – 3 + Organisation – 3 + Accuracy – 1 = 8 marks

The same allocation applies to whichever option, (A) or (B), is attempted.

SECTION C • GRAMMAR (10 marks)

Question 7 — 3 marks (3 × 1)

Fill in the blanks (i) – (iii) with the appropriate option from those in the brackets.

Urban green spaces play an important role in improving mental health and are central to cities' plans of (i) _____ (promote / promoting / promoted) sustainable living. For many people, nature-based solutions (ii) _____ (was seen / are seen / seeing) as optional luxuries, but modern research proves their necessity. Today, governments (iii) _____ (recognise / recognised / recognising) green spaces as an essential part of urban development.

Answer and Solution

- (i) **promoting** — the preposition 'of' must be followed by a gerund.
(ii) **are seen** — the plural subject 'solutions' takes the present passive 'are seen'.
(iii) **recognise** — 'Today' signals the simple present; the plural subject 'governments' takes the base form.

Marking Scheme: 1 mark for each correct option × 3 = 3 marks

Question 8 — 4 marks (4 × 1)

In the following paragraph, one word has been omitted in each line. In your answer sheet, remember to write the missing word along with the word that comes before and after it, as shown below. The first one has been done as an example.

S. No.	Text	Word Before	Omission	Word After
e.g.	When travelling most regions of India,	travelling	in	most
(i)	you find local restaurants serving			
(ii)	a platter offering choicest dishes specific			
(iii)	to that region. However it is more than			
(iv)	just a part the country's dining-out culture.			

Answer and Solution

S. No.	Text	Word Before	Omission	Word After
e.g.	When travelling most regions of India,	travelling	in	most
(i)	you find local restaurants serving	you	will	find
(ii)	a platter offering choicest dishes specific	offering	the	choicest
(iii)	to that region. However it is more than	is	much	more
(iv)	just a part the country's dining-out culture.	part	of	the

Marking Scheme: 1 mark for each line correctly completed × 4 = 4 marks

The mark is awarded only when the omitted word is written together with the word before and the word after it.

Question 9 — 3 marks (1 + 2)

Do as directed.

- I. Rearrange the following jumbled words/phrases in the given dialogue to create a meaningful sentence. [1]

Shubhani: Social media has changed the way we interact with people, but it has both advantages and disadvantages. What do you think?

Rohan: (i) I agree / share ideas easily / people connect and / that / but at the / causes stress / same time it

Answer and Solution: Rohan: (i) I agree that people connect and share ideas easily but at the same time it causes stress.

II. Report the conversation given below by filling in the blanks to complete the following paragraph. [2]

Anika: Hi, Kabir! Did you see the art exhibition at the city museum yesterday?

Kabir: Yes, Anika! The paintings and sculptures were amazing and the digital installations made it even more interesting.

Anika asked Kabir (i) _____ Kabir replied in the affirmative and said (ii) _____ . He added the digital installations had made it even more interesting.

Answer and Solution

(i) if he had seen the art exhibition at the city museum the previous day.

(ii) that the paintings and sculptures had been amazing.

Marking Scheme

Part	Marks	Marks are awarded for
I	1	The complete, correctly rearranged sentence.
II	2	1 mark for each correctly reported blank — (i) and (ii).

Total for Question 9 = 3 marks.

SECTION D • LITERATURE TEXTBOOK (26 marks)

Question 10 — 8 marks (2 × 4)

Read the given extract and answer the questions briefly, for any two extracts, of the three, given.

A. *"But that has nothing to do with my present form. It might have, but I gave it up at last for that very reason, and went to work as a reader on a magazine." She sighed, and rubbed the end of her long eagle nose with a reminiscent finger. "Those were terrible days; the memory of them made me mistake purgatory for paradise, and at last when I attained my present state of being, I made up my mind that something should be done.*

(A Shady Plot)

- I. What attitude does the speaker express towards her past experiences in the statement "Those were terrible days; the memory of them made me mistake purgatory for paradise"? [1]

Answer and Solution: The speaker expresses strong regret and bitterness towards her past, suggesting that the suffering she endured was so intense that even painful situations later seemed preferable in comparison.

- II. Why does the speaker say she "gave it up at last for that very reason"? [1]

Answer and Solution: She gave it up because her earlier work caused emotional exhaustion and dissatisfaction. This reveals that she was mentally drained, disillusioned, and seeking stability and self-preservation at that stage of her life.

- III. What does the speaker's action of sighing and rubbing her nose suggest about her feelings towards her past experiences? [1]

Answer and Solution: The sighing and rubbing of her nose suggest nostalgia mixed with pain, indicating that recalling the past stirs lingering emotional discomfort and weary reflection.

- IV. How does the speaker's resolve that "something should be done" reflect a change in her outlook towards life and her present identity? [1]

Answer and Solution: The resolve shows a shift from passive endurance to active self-determination, reflecting her desire to redefine herself and take control of her present identity and future direction.

B. *When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.*

'Gainst death and all oblivious enmity

(Not Marble, nor the Gilded Monuments)

- I. How does the phrase 'wasteful war' emphasise the destructive power of human conflict over time? [1]

Answer and Solution: The phrase "wasteful war" highlights how human conflicts are destructive and indiscriminate, erasing physical achievements and cultural creations over time.

- II. What does the phrase 'the living record of your memory' suggest about the poet's belief in the permanence of poetry? [1]

Answer and Solution: "The living record of your memory" suggests that poetry preserves memory more permanently than physical monuments, making it timeless and immune to decay.

- III. How does the reference to 'Mars his sword' and 'war's quick fire' enhance the contrast between physical destruction and poetic immortality? [1]

Answer and Solution: The references emphasise the power of war to destroy material things, while contrasting it with poetry's ability to grant immortality beyond physical violence.

- IV. What message about time and human achievements is conveyed through the idea that wars cannot erase the subject's memory preserved in verse? [1]

Answer and Solution: The poet conveys that human achievements like poetry outlast time and destruction, while wars and monuments eventually fade into oblivion.

C. ANTONY: *O, pardon me, thou bleeding piece of earth,*

That I am meek and gentle with these butchers!

Thou art the ruins of the noblest man

That ever lived in the tide of times.

Woe to the hand that shed this costly blood!

Over thy wounds now do I prophesy,—

Which, like dumb mouths, do ope their ruby lips,

To beg the voice and utterance of my tongue—

A curse shall light upon the limbs of men;

Domestic fury and fierce civil strife

Shall cumber all the parts of Italy;

Blood and destruction shall be so in use

And dreadful objects so familiar

That mothers shall but smile when they behold

Their infants quarter'd with the hands of war;

(Julius Caesar)

- I. What does Antony mean when he calls Caesar "the ruins of the noblest man, That ever lived in the tide of times"? [1]

Answer and Solution: Antony means that Caesar, though physically destroyed, was once the greatest and most honourable man, now reduced to a tragic remnant of former glory.

- II. How does the line "dumb mouths... ruby lips" for Caesar's wounds intensify the emotional appeal of Antony's speech? [1]

Answer and Solution: The line gives Caesar's wounds a human voice, intensifying grief and evoking pity, thereby strengthening Antony's emotional appeal to the crowd.

- III. What does Antony's prophecy about "domestic fury and fierce civil strife" reveal about his understanding of Rome's future? [1]

Answer and Solution: It reveals Antony's awareness that Caesar's murder will lead to chaos, revenge and widespread civil war in Rome.

- IV. How does the image of mothers smiling at the death of their infants highlight the extreme consequences of war predicted by Antony? [1]

Answer and Solution: The image shows a complete moral collapse, where violence becomes so normalised that even maternal instincts are destroyed by war.

Marking Scheme: 1 mark for each correct response × 4 parts × 2 extracts = 8 marks

Any two of the three extracts are to be attempted; each extract carries 4 marks.

Question 11 — 10 marks (5 × 2)

Answer any five of the following six questions in about 30–40 words each.

- I. Why does the traveller describe the heart of the statue as 'cold'? (Ozymandias) [2]

Answer and Solution: In Ozymandias, the 'cold' heart symbolises the king's arrogance and lack of compassion. It reflects Ozymandias's cruel pride and emotional emptiness, suggesting that his power was rooted in tyranny rather than humanity.

- II. How does humour soften the serious conflict between logic and imagination in the story, 'A Shady Plot'? [2]

Answer and Solution: In A Shady Plot, humour arises through the ghost Helen's casual behaviour and the narrator's confusion. This light treatment of supernatural elements reduces fear and presents the clash between logic and imagination in a playful, entertaining manner.

- III. How does the villagers' participation reflect collective moral compromise driven by power and money? (Mrs. Packletide's Tiger) [2]

Answer and Solution: In Mrs. Packletide's Tiger, the villagers compromise their morals for money. They know the tiger is old and harmless, yet they help arrange an easy hunt by tying it up and staying silent about the truth. Their main concern is the reward Mrs. Packletide promises. Thus, for financial gain, they willingly become part of the deception, showing how money can overpower moral values.

- IV. How does the contrast between the boys' age and their responsibilities deepen the theme of sacrifice in the story? (Two Gentlemen of Verona) [2]

Answer and Solution: In Two Gentlemen of Verona, Nicola and Jacopo are young boys but shoulder adult responsibilities to fund their sister's treatment. This contrast highlights their maturity, selflessness, and the depth of their sacrifice at such a tender age.

- V. How do the Antarctic and oceanic settings emphasise the isolation and helplessness of the crew in the poem, 'The Rime of the Ancient Mariner'? [2]

Answer and Solution: In The Rime of the Ancient Mariner, the vast, icy Antarctic landscape and endless sea create a sense of desolation. The crew feels trapped in a hostile environment, reinforcing their physical isolation and spiritual helplessness.

- VI. How does the Frog use his social status in the bog to establish control over the Nightingale? (The Frog and the Nightingale) [2]

Answer and Solution: The Frog uses his status and experience to dominate the Nightingale, exploiting her insecurity and talent to control her, assert authority, and maintain power in the bog.

Marking Scheme: 2 marks for each relevant answer within 30–40 words × 5 = 10 marks

Any five of the six questions are to be attempted.

Question 12 — 8 marks

Answer any one of the following two questions in about 150 words.

- I. Both 'Two Gentlemen of Verona' and 'The Letter' highlight love and devotion. Compare how the boys' silent sacrifice in 'Two Gentlemen of Verona' and Coachman Ali's patience in 'The Letter' reflect true love and loyalty. Evaluate what the stories suggest about the nature of selfless devotion in human relationships.

OR

- II. Both 'The Dear Departed' and 'Mrs. Packletide's Tiger' explore human behaviour driven by selfishness and personal gain. Compare how the characters in the two stories display greed, jealousy and self-interest. Evaluate the overall message the authors convey about human values and moral responsibility.

Answer and Solution

I. Suggested content points

- Silent sacrifice of Nicola and Jacopo for their sister.
- Coachman Ali's patience and unconditional love for his daughter.
- Love shown through endurance, not words.
- Selfless devotion without expectation of reward.

- Message: true love is sincere, loyal and enduring.

II. Suggested content points

- Greed and self-interest of Mrs. Slater and Mrs. Jordan.
- Mrs. Packletide driven by jealousy and desire for social prestige.
- Hypocrisy and moral weakness exposed.
- Human values ignored for personal gain.
- Message: selfishness leads to moral downfall.

Marking Scheme: 8 marks for whichever option, (I) or (II), is attempted

Marks are awarded for a comparative treatment of both texts, support from the texts for the content points listed above, and an evaluation of the message, written in about 150 words.

Marks Distribution

Section	Skill area	Questions	Marks
A	Reading Skills	1 – 2	22
B	Writing Skills	3 – 6	22
C	Grammar	7 – 9	10
D	Literature Textbook	10 – 12	26
	Total	12 questions	80