Central Board of Secondary Education

SAMPLE PAPER

Class 12

2024

Solutions

MARKING SCHEME (2023-24)
ENGLISH CORE (Code No. 301)
CLASS-XII

SECTION A : READING SKILLS (22 marks)		
1.	**Literary passage**	**12m**
i	**B.** It serves as the ship's computer [It is mentioned in the text that the white lab mouse in the control room of the Heart of Gold spaceship is the ship's computer.]	1 No partial credit
ii	C. Loss and change [Destruction of his home planet = loss and the introduction of new technologies = change]	1 No partial credit
iii	Descriptive "In the center of the room was a large console covered in buttons and switches, and in the middle of the console was a small, white mouse." [This description provides a clear image of the setting and the unconventional form of the ship's computer.] Humorous "Oh, not again," groaned Ford. [This line is humorous because it suggests that the ship's computer, Eddie, frequently offers to sing songs and annoy the crew. Ford's reaction of groaning implies that this is a common occurrence and that he's tired of it. The humour comes from the fact that a computer is attempting to sing a song, which is an unexpected and absurd situation.] **Note-** Accept any other appropriate example identified from the text.	2 -2 for correct identification -1 for correct identification of either
iv	▪ highly intelligent / technologically advanced [they built the Earth as a giant computer] ▪ indifferent to the suffering of other beings [they ran out of money and had to destroy the Earth to make way for a hyperspace bypass.]	1 No partial credit
v	**C.** Impressive, yes?	1 No partial credit
vi	The name "The Paranoid Android" is ironic because- ▪ it is unexpected for a robot to exhibit human-like emotions such as paranoia. ▪ robots are often thought of as logical and unemotional, whereas the name "paranoid" implies irrational fear and anxiety. ▪ it plays with readers' expectations and stereotypes of robots.	2 -2 for correct interpretation and explanation -Partial credit 1 for partially addressing the Q - No ½ credit
vii	The comparison is with cobblers, who take scraps of leather and stitch them together to create a shoe, in the same way in which the body of Marvin was put together or 'cobbled', using spare parts. [The word "cobbled" here, implies a sense of roughness and unevenness, as if the body has been put together in a haphazard manner. It also suggests that the body is assembled together, rather than being a cohesive whole.]	1 No partial credit
viii	The statement by Marvin, despite being an android, humanizes the character by evoking a sense of loneliness and isolation that is relatable to the reader. It also emphasizes the theme of the alienation and lack of communication between beings in the vastness of space.	2 -2 for correct interpretation and explanation

	This creates a sense of sympathy towards Marvin and also raises questions about the meaning and value of existence, regardless of whether one is organic or synthetic.	-Partial credit 1 for partially addressing the Q - No ½ credit
ix	**B**. (b) (c) and (d) [(a) accurate -represents the main focus of the excerpt: Marvin, a depressed and paranoid android who precedes humanity; (b) incorrect- downplaying serious implications and though the passage does contain humorous elements, it also deals with weighty topics such as the destruction of Earth and the search for a new home; (c) incorrect- no mention of aliens ; (d) incorrect- there is no mention of time travel in the excerpt. The technologies mentioned, such as the Heart of Gold spaceship and the Infinite Improbability Drive, are related to time travel; (e) correct- there is mention of a new technology, the Infinite Improbability Drive, that allowed for Arthur's quick travel across galaxies in a spaceship]	1 No partial credit
2.	**Case-based factual passage**	**10 m**
i	Some possible ways: (Any 2/ relevant) ▪ Help travel companies to tailor their services to meet the preferences and expectations of young adult travellers, leading to increased customer satisfaction and loyalty. ▪ Provide insights for the development of new travel packages and itineraries that cater to the specific needs and interests of young adult travellers. ▪ Enable the tourism industry to better understand the changing preferences and behaviours of young adult travellers, which can inform future marketing and promotional strategies. ▪ Can help policymakers and tourism boards to identify key trends and areas of growth in the tourism sector, and plan accordingly. ▪ Allow researchers to gain a better understanding of the motivations and travel behaviours of young adults, which can inform academic studies and literature in the field. ▪ Can provide a benchmark for comparison with similar studies conducted in different regions or countries, helping to identify cross-cultural differences in travel preferences. ▪ Help young adults themselves to gain a better understanding of their own travel preferences and motivations, and make more informed travel decisions in the future. ▪ Can highlight the importance of certain factors in the decision-making process for young adult travellers, such as budget, safety, and cultural exploration, which can inform discussions and debates around the future of the tourism industry.	2 - Full credit 2, to two relevant ways -partial credit 1, to one relevant way -No ½ credit
ii	**D.** Desire for making new friends	1 No partial credit
iii	The top choices in the survey, for traveling solo and in a group suggest that young adult travellers value independence and freedom when traveling alone and when traveling in a group, they value socializing and making new friends.	1 No partial credit
iv	(b) Nawaz	1 No partial credit

	[solo traveller-budget friendly; (a) group traveller- organised transport; (c) group traveller- high focus on safety and security]	
v	**A.** trying new cuisine [It allows an individual to explore new flavours and ingredients that they may not have been exposed to before, thus helping them discover more about themselves by way of likes/ dislikes]	1 No partial credit
vi	▪ To cater to budget-conscious solo travellers, the industry may need to provide more affordable accommodation options such as hostels and budget hotels. ▪ For group travellers, the industry may need to focus on offering more luxury accommodations and experiences that cater to their desire for comfort and convenience.	2 -Full credit 2, when correct response for both is stated -Partial credit 1, when correct response for either is stated -No credit of ½
vii	(Any one) ▪ a shared desire for adventure ▪ a willingness to step outside of their comfort zones. ▪ the fact that that young adults in India are becoming more interested in cultural exchange and global understanding (Any other relevant)	1 No partial credit
viii	FALSE [The passage is not about solo travel trend but more of solo vs group travel debate among young adults in India]	1 No partial credit
SECTION B : CREATIVE WRITING SKILLS (18 marks)		
Note : All names and addresses of places and organisations used, are fictitious.		
3. NOTICE : Format – 1 Content -2 Accuracy of spelling and grammar -1		
	Name of Organisation NOTICE Date Heading [details] Signature Name (issuing authority) Designation	
A	→ Correct format (as listed) → Drawing attention—students of XI-XII → Mentioning the event → Giving details -D,T,V → Inviting applications → Line with reference to the undersigned	
B	→ Correct format (as listed)	

	→ Drawing attention—residents → Stating the information → Giving details → Sharing awaited news → Line with reference to the undersigned
4. INVITATION & REPLY : Format – 1 Content -2 Accuracy of spelling and grammar -1	
A	**Card type-formal invite** → a single sentence presentation in third person / end line punctuations skipped → Use the simple present tense → answers the questions who, whom, when, where, what time and for what → includes name and address of the organiser /host and name/s of special invitees (if any) → No signatures **Layout usually pertains to the following**-- → Name of host /hosts → Formal standard expression-cordial → Purpose of invitation → Date /time of event → Venue (address) → Name of special guest (if any) → RSVP → Contact detail/ number
B	**Letter type-informal reply**
5. FORMAL LETTER : **Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1**	
Format Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted –*Yours truly* for letter to editor & in business circuits -*Yours sincerely*)	
A	**Content** → Covering Letter → Reference to the advertisement → Conveying suitability for the position → Submission of application Bio data as separate enclosure → Profile of self → Educational Qualifications (include advertised requirements) → Work experience/s (if relevant)- only internship / part-time relevant here → References Any other relevant information
B	**Content** → Lack of awareness of the significance of zebra crossings and traffic rules, ignorance of etiquettes involved, and the lack of enforcement of existing laws related to road safety.

	→ Increased risk of accidents, injuries, and fatalities, disruption of traffic flow, damage to public property, legal penalties and fines, and revocation of driving licenses. → Public campaigns, educational programs in schools, colleges, and other public places, informative pamphlets, posters, and videos on traffic rules and etiquettes, and highlighting the consequences of not following traffic rules and respect for zebra crossings. → Imposing penalties and fines for those who violate traffic rules and do not respect zebra crossings, attending road safety awareness classes, and revoking driving licenses if necessary. Strengthening traffic police and providing them with the necessary resources and technology to monitor and enforce traffic laws.

6. ARTICLE WRITING / REPORT WRITING :

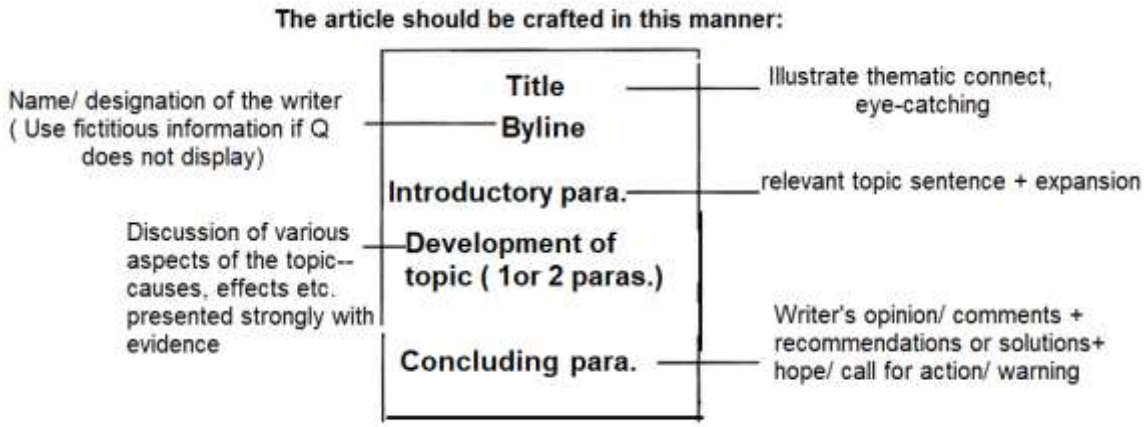
Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1

Article Writing

Format

- Title & By line

Organisation & Content:



Note: An article is not boxed. A box has been used here, as a tool for clear illustration.

A	→ Intro: ▪ Volunteering in the local community -- a valuable experience for young adults --helps them develop new skills and interests ---benefits the community as a whole. → Reasons to volunteer: ▪ a great way to give back to the community --can make a positive difference in the lives of those around --create a sense of community and strengthen social bonds ▪ can help develop new skills and interests -- gain practical experience in a variety of areas such as event planning, communication, and leadership--useful in future job applications and can also be personally fulfilling ▪ provides opportunities for personal growth and self-reflection --helps gain a deeper understanding of own values and beliefs --can also learn more about the needs and challenges faced by others in their community → Conclusion:

	▪ volunteering in one's local community is a rewarding experience that can benefit both the individual and the community --is important for young adults to get involved and make a positive contribution to the world around them

Report Writing

Format

- Headline & By line
- Reporting place and date
- Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

Organisation & Content:

The report should answer these questions

WHO?	WHERE & WHEN?	WHAT & HOW?	WHAT DID THOSE PRESENT THINK?
name of event, sponsor/ organiser special guests, if any	date, time, place - town/ city + venue	events/ programme details	observations/ comments

B	→ Reason **why** the programme was launched was → organised—by **whom**? **When**? **Who** attended? → Event details –(refer to cues) → Conclude including witness/ participant account/s

SECTION C : LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 marks)		
7	**Poetry**	
No partial credit of ½ , unless indicated.		
A) i	**C.** The immortality of art and literature. [The extract emphasizes the idea that the tales of the mighty dead are an "endless fountain of immortal drink" that pour down to us from the heavens, suggesting that these stories and legends are timeless and will never truly die. This theme speaks to the enduring power of art and literature to transcend time and space and to continue to inspire and move people long after their creators have passed away.]	1
ii	FALSE [The dead are referred to as "mighty" in the poem because they have achieved greatness in their lifetime. They may have contributed to society in a significant way or achieved great things in their respective fields. It is not about the power they exerted on the people. By referring to them as "mighty," the poet emphasizes their importance and the positive impact or influence they have had on the world.]	1
iii	...just as a fountain constantly pours forth water, the tales of the mighty dead pour forth endless inspiration and wisdom for the living. [The term "immortal drink" suggests that the stories are never-ending and that they have the power to nourish and sustain us in much the same way that water does.]	1
iv	abundance [The use of the word "brink" in the poem suggests that the immortality that is being poured onto us is on the verge of overflowing. This powerful image suggests that the beauty and grandeur of the dooms are so great that they are overflowing from heaven. This image of	1

	abundance reinforces the idea that the beauty and grandeur of the dooms are endless and that there is an infinite supply of it.]	
v	tombs [rhymes with dooms , which is the last word of line 1]	1
vi	**D.** Creates a sense of anticipation and expectation for the reader [the lack of punctuation at the end of the first line has a subtle yet significant impact on the poem, creating a sense of flow and continuity while also building anticipation and engaging the reader's imagination.]	1
B) i	**D.** Fearful and apprehensive [The speaker mentions feeling an "old familiar ache" and "childhood's fear" when looking at her mother. This suggests a sense of fear or apprehension that is rooted in the speaker's past experiences with her mother.]	1
ii	It suggests a contrast between the speaker's internal emotional response and her outward behaviour.	1
iii	**B.** sensitivity	
iv	FALSE [the poem's line holds a simile/metaphor whereas the other line is an example of alliteration - **w** sound]	1
v	The poem highlights the importance of cherishing and appreciating the people we love, while we still can. [quality time -life is transient and similar]	1
vi	...the speaker is trying to hold back her emotions and remain composed, despite the pain she feels at parting from her mother	
8	**Prose-Vistas**	
No partial credit of ½ , unless indicated.		
A) i	This makes it an important reference point for understanding the effects of human activities on the environment and the potential impacts of climate change.[The absence of a human population in Antarctica means that the region is relatively pristine and has not been subject to the same levels of human impact as other areas of the world.]	1
ii	**C.** are differing views on the causes and implications of climate change	1
iii	... just like a time machine would allow us to observe past events, carbon records allow us to observe past climate conditions. [Carbon records allow us to study past climates by analysing the air bubbles trapped in ice cores. They provide a glimpse into the Earth's atmospheric conditions at the time the ice was formed and can help scientists understand how the climate has changed over time.]	1
iv	**(**Any one) ▪ ...because the writer presents information in a straightforward and objective manner ▪ ...because the writer applies a third-person point of view and avoids the use of personal opinion or emotional language ▪ ...because the writer uses a logical structure to present their argument (starting with the importance of Antarctica as a relatively pristine location, and then moving on to explain the significance of the ice cores and carbon records found there)	1
B) i	(Any one) ▪ create a sense of approaching doom ▪ use it as a tool to heighten the reader's curiosity and interest in the story	1
ii	**D.** Unease [The use of this physical gesture indicates a sense of discomfort or unease, and implies that the astrologers were reluctant to reveal the prophecy. Humiliation or grief would be more	1

	strongly expressed in the text if they were the emotions being conveyed. Disbelief is also not the correct answer, as there is no indication that the astrologers doubted their prediction.]	
iii	bravery/ heroism / leadership [The astrologers are predicting that the child born under this star will be a great warrior and a champion, implying that the child will display exceptional courage and bravery in battle or in other challenges. This also suggests that the child will be a leader and will inspire others with their bravery and heroism. The use of these superlative phrases further emphasizes the astrologers' admiration for this trait and the importance they place on it in predicting the child's future.]	1
iv	This is so because the word "fantastic" is usually associated with something positive or exciting, while the word "demise" suggests something negative or tragic. [In this context, the use of "fantastic" to describe the Tiger King's death creates a contrast between the positive connotation of the word and the negative reality of the situation]	1
9	**Prose -Flamingo**	
No partial credit of ½ , unless indicated.		
A) i	(Any two) ▪ the sounds of the opening and closing of desks ▪ the loud lessons repeated in unison ▪ the teacher's ruler rapping on the table	1
ii	**A.** The classmates have started the lesson. [The protagonist sees through the window that the other students are already in their places, and this makes him feel anxious as he is trying to avoid being seen and is worried about being scolded by the teacher and embarrassed in front of his classmates. The fact that the other students have already started the lesson adds to his anxiety.]	1
iii	...the school was unusually quiet and still, as if it were a day of rest / holiday/ school off, rather than a bustling school day	1
iv	The protagonist seems to have a plan for how to sneak into class without being noticed, suggesting that they may have been in similar situations before. [The protagonist states: "I had counted on the commotion to get to my desk without being seen," which implies that they have been late before and have developed a strategy for avoiding punishment.]	1
v	The strictness and severity of M. Hamel's discipline	1
vi	**B.** The Importance of Punctuality [The extract revolves around the theme of punctuality and the consequences of being late. The protagonist is anxious and embarrassed about being late to school, highlighting the importance of being on time. The other options, such as A) The Fears of a Latecomer, C) The Rigidity of the School System, and D) The Anxiety of a Young Student, touch upon some of the themes in the extract but do not fully capture the central idea.]	1
B) i	(Any one) ▪ To give voice to their hopes, dreams, and struggles in a way that is immediate and relatable ▪ To add a sense of authenticity and realism to the story ▪ To make the experience more engaging and memorable for the reader	1
ii	**B.** An opinion. [The line "It is not lack of money but a tradition to stay barefoot" is an opinion, since it is a subjective interpretation of the cultural practice of walking barefoot. The author is expressing her belief (“explanation”), in this extract]	1
iii	▪ (Any one)	1

	▪ The boys are barefoot, which suggests that they may come from poor or marginalized backgrounds and do not have access to proper footwear. ▪ The phrase "an army of barefoot boys" implies that the boys are a unified group, and that they have a sense of solidarity or shared identity. ▪ The comparison to "morning birds" suggests that the boys are lively and energetic, and that they move around quickly and unpredictably. ▪ The fact that the boys "disappear at noon" suggests that their time is limited or constrained in some way, and that they may need to return to their homes or other responsibilities. ▪ The use of the word "disappear" may also imply that the boys are overlooked or ignored by the wider society, and that they are not given the recognition or support that they need. ▪ The phrase "like the morning birds" could also imply that the boys are vulnerable, and that their carefree lifestyle may be disrupted by external factors such as poverty, exploitation, or violence.	(explanation needed via reference to the line)
iv	The line from the text: "Over the months, I have come to recognize each of them." [This suggests that the writer has been observing and interacting with the boys for a prolonged period of time, and that she has developed a deeper understanding of their lives and circumstances. The phrase "over the months" indicates that the writer's relationship with the boys is ongoing and has developed gradually, rather than being a one-time encounter.]	1
v	**C.** "I like your shoes. What matters is that they protect your feet." [The reason for this is that the writer's comment had been met with silence and the shuffling of feet by the boy, which suggests that he may feel embarrassed or uncomfortable about his footwear. Therefore, a comment that emphasizes the functional purpose of shoes and acknowledges their value in protecting one's feet would likely be more reassuring and positive. Option A ("Why are your shoes mismatched? That's not a good look.") could be seen as critical and potentially judgmental, and may not be well-received by the boy. Option B ("Don't worry about your shoes, you can wear a matching pair later.") may not be practical or realistic, depending on the boy's circumstances. Option D ("Have you chosen to mismatch your shoes?") may come across as sarcastic or dismissive, and may not effectively address the boy's feelings or needs.]	1
vi	straightforward / uncomplicated / direct/ clear The boy's simple answer implies that there may not be any hidden or complex reasons for his lack of footwear, and that the explanation for why he wasn't wearing chappals was as straightforward as his mother not bringing them down from the shelf. The use of the word "simply" in this context emphasizes the directness and clarity of the boy's response, and suggests that he may not have felt the need to elaborate or justify his situation further.]	1
10	**Answer any FIVE of the six following questions in 40-50 words each.**	**5x2=10**

Content -1

→ Full credit for appropriate inclusion of all content asked for

→ Partial credit ½ for relevant but incomplete content

Expression – 1

→ Full credit for effective organisation

→ Partial credit ½ for some semblance of organisation of ideas

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).

The given detailed reference points can be drawn upon to structure the desired response:	
i	▪ that Gandhi's commitment to the cause of the peasants, despite being a stranger to the region, was exemplary and motivated the lawyers to continue their support ▪ highlights the idea that the lawyers were conscious of the potential shame they would bring upon themselves if they deserted the peasants in their time of need ▪ suggests that Gandhi's moral authority and courage had a significant impact on those around him and helped to inspire a sense of purpose and conviction in their own efforts to fight for justice and freedom.
ii	If more informative than sensory, the impact on the reader would likely be less emotional and engaging as : ▪ sensory details help readers connect with the experience being described on a deeper level. ▪ sensory details allow readers to visualize the scene in their minds and feel like they are a part of it. Even though informative details may provide more factual information but can sometimes feel detached and impersonal, leaving readers feeling less connected to the story.
iii	Serves as a significant backdrop for the events that unfold in the story. ▪ creates a sense of isolation and desolation, emphasizing the loneliness and despair that the peddler experiences ▪ the harsh winter conditions and the barren landscape add to the overall tone of melancholy and hopelessness ▪ the forest also represents the metaphorical wilderness of the human soul, highlighting the struggles and temptations that people face in their journey through life Therefore, the setting plays a vital role in establishing the mood and atmosphere of the story.
iv	▪ If the last four lines were omitted, the poem would have a more sombre tone. ▪ Without the image of the tigers continuing to prance, the poem would end on a note of despair, with Aunt Jennifer's hands still ringed with the ordeals she was mastered by. ▪ The message of the poem would refer to the oppression and suffering of women, without any hope for liberation. [By ending the poem on these lines, the author achieves a sense of hope and transcendence. The image of the tigers continuing to prance, proud and unafraid, suggests that there is a way to transcend the oppression and suffering of women, even if it is only through art. The poet suggests that art can provide a kind of liberation, even in the face of social and cultural constraints.]
v	Umberto Eco suggests that the success of his book, "The Name of the Rose," was largely due to timing. He believes that if he had written the book ten years earlier or ten years later, it wouldn't have had the same impact. ▪ This could be interpreted as Eco recognizing the importance of cultural context and how the reception of a work of art is influenced by the historical, social, and political climate of its time. ▪ Eco might be suggesting that the themes and ideas he explored in his novel resonated particularly strongly with readers in the cultural moment in which it was published, and that this moment was fleeting. Therefore, if he had written the book earlier or later, it might not have been as relevant or timely, and might not have captured the same level of attention and interest.
vi	Subbu's success in the film industry reveals that loyalty, creativity, and versatility are essential qualities for success in this field -

	▪ Subbu was an extremely loyal employee who identified himself completely with his principal and turned his entire creativity to his principal's advantage. ▪ He was also a highly versatile and creative person who could be inspired to come up with numerous alternatives when given a problem to solve. ▪ Additionally, he had the ability to work well with others and was tailor-made for the film industry. These qualities made him an invaluable asset to the Gemini Studios during its golden years.
11	**Answer any TWO of three following questions in 40-50 words each. (2x2=4)**
Content -1 → Full credit for appropriate inclusion of all content asked for → Partial credit ½ for relevant but incomplete content Expression – 1 → Full credit for effective organisation → Partial credit ½ for some semblance of organisation of ideas Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).	
The given detailed reference points can be drawn upon to structure the desired response.	
i	▪ At the time of the incident, the writer was only in the third grade, which means that she was likely around eight years old - children at that age are still developing their cognitive and emotional abilities - it is not uncommon for them to lack a full understanding of complex social issues like untouchability ▪ The writer's shared that she had not, till then, heard people speak openly of untouchability - suggests that she may not have had a complete grasp of the issue's societal implications. ▪ It is possible that she understood that certain individuals were treated differently from others, but she may not have fully comprehended the scope of the problem
ii	The play highlights the damaging effects of prejudice and stereotypes on both the victim and the perpetrator. However, it also suggests that empathy and understanding can overcome these barriers. Through the development of a relationship between the two characters, Derry and Mr. Lamb, we see how their initial assumptions about each other are challenged and ultimately broken down. This underscores the importance of empathy in recognizing and overcoming prejudices, as it allows individuals to see beyond surface-level differences and connect on a deeper level.
iii	▪ In the given lines, Hana is expressing her frustration with Yumi, who is hesitant to help her with the wounded white man. ▪ By saying "Is this anything but a man? And a wounded helpless man!" Hana is highlighting the fact that they are all humans, regardless of their race or nationality. ▪ She believes that their common humanity makes it their moral duty to help the wounded man. ▪ In these lines, she is asserting her own intervention and belief in the importance of doing the right thing, even if it goes against traditional values or societal norms. ▪ This demonstrates her sense of moral superiority over Yumi, who is more concerned with following the strict rules of her society than with helping a fellow human being.
12.	**Answer ONE of the two following questions, in about 120-150 words. 5**
Content -2	

→ Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments
→ Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance

Expression – 2
→ Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas
→ Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion

Accuracy-1
→ Full credit for none to minimal errors
→ Partial credit of ½ for spellings and/or grammatical, largely accurate
→ No credit for error density causing impediment in understanding

[Content , in suggested responses, may be above the recommended word limit, as it aims to share content points that can be drawn upon to structure the final desired response.]

A. **Suggested response :**

Dear Robert
I recently read your poem, "A Roadside Stand," and was struck by the conflicting emotions that you expressed towards the end. I understand that it can be difficult to make decisions when we are overwhelmed by our emotions.

In my own experience, I have found that taking a moment of stillness and reflection can be very helpful in gaining a deeper understanding of the situation and connecting with our own humanity and that of others. This is the message that I try to convey in my poem, "Keeping Quiet."

I would advise you to take a moment to be still and contemplative before making any decisions about the fate of the people at the roadside stand. By quieting your mind and being present in the moment, you may be able to understand their struggles and pain objectively, and gain a new perspective about your own place in the world too. I also feel that by breaking from your routine and taking a moment of stillness and reflection, you might gain a deeper understanding of the situation and make a more functional decision.

I believe that this moment of reflection could help you to see beyond your conflicting emotions. We are all human, after all, and before connecting with others, and resolving their issues, we must try to connect with our own selves to advice from a place of balance and calm.

I hope this advice is helpful to you. Please let me know if there is anything else I can do to support you.

Warmly
Pablo Neruda

B. **Suggested response :**

Good morning, everyone.
As I analysed the allotted texts , I noticed that though each portrayal of women was unique, they all offered varied insights into the experiences of women in society.

To begin with, Aunt Jennifer was portrayed as a victim of patriarchy, living in a world where women were expected to conform to societal norms and expectations and was unable to attain freedom and strength she desired, due to the limitations imposed upon her by society.

	In contrast, Sophie was portrayed as ambitious and determined to break free from societal norms. She refused to be limited by her gender and sought to challenge the restrictions placed upon her. Sophie's mother, on the other hand, from a generation prior, had chosen to conform and sacrifice her individuality to societal expectations. Similarly in "Lost Spring," the grandmother and daughter-in-law, in Firozabad, were portrayed as resilient in the face of poverty and the societal constraints of their caste. However, unlike Sophie's and Aunt Jennifer's need to find an outlet, they found ways to make the best of their situation, despite the limitations placed upon them. When we analyse the portrayal of the aged mother, in "My Mother at Sixty-six,", she is presented as vulnerable and in need of protection. Sadly, it does make one wonder about the unaddressed vulnerability of Sophie's mother and the grandmother in "Lost Spring". A point worth considering is that Kamala Das' mother's acceptance of her circumstances comes across as a voluntary decision, whereas that of the women in "Lost Spring" is a akin to resignation. These portrayals of women offer valuable insights into the experiences of women in our society -from victimization to the resilience in the face of poverty - and offer us important lessons about strength, vulnerability, and the need for empathy and respect. *To conclude, I'd like to say that* as readers, we can learn from their experiences and strive towards a more equitable and just society. These characters, stress that it is important to recognise the complexities of each woman's experiences, and refrain from passing sweeping judgements as women are not a uniform group, but rather unique individuals.	
13.	**Answer ONE of the two following questions, in about 120-150 words.**	**5**
Content -2 → Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments → Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance Expression – 2 → Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas → Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion Accuracy-1 → Full credit for none to minimal errors → Partial credit of ½ for spellings and/or grammatical, largely accurate → No credit for error density causing impediment in understanding		
[Content , in suggested responses, may be above the recommended word limit, as it aims to share content points that can be drawn upon to structure the final desired response.]		
A	**Suggested response :** *I have been married to Charley for a few years now and I have always known him to be an intelligent man with an imaginative mind. However, his recent obsession with finding the Third Level* has left me quite worried. While he talks about it with excitement, I cannot help but wonder if it is a good quality or a harmful one. On one hand, Charley's obsession displays his determination and persistence in achieving his goals. It shows that he is willing to go to great lengths to unravel the mysteries of life. His imagination and curiosity are admirable qualities that have always attracted me to him.	

	However, his obsession has caused him to become detached from reality. He is no longer able to differentiate between what is real and what is not. He spends all his time and money searching for a place that may not even exist. This could be harmful not only to himself but also to our family. I understand that he feels overwhelmed by the stress and pressures of his present life and Sam indicated that he uses his obsession as a coping mechanism. I think this is harmful as it prevents him from addressing the underlying issues that are causing him stress. Furthermore, Charley's obsession has caused him to neglect his responsibilities. He has been absent from work and has not been able to contribute financially to our household. His obsession is affecting our relationship, and I am afraid that if he continues on this path, it might lead to irreparable damage. Finally, all I can say is , I believe that Charley's obsession with finding the Third Level may have started as a harmless curiosity, but it has now become a harmful one. I love him dearly and I hope that he realizes that his obsession is affecting not only himself but also those around him.
OR	
B	**Suggested response :** *I find myself reflecting on an event that happened many years ago*, one that has continued to haunt me ever since. It is the incident where my long hair was forcefully cut off at the Carlisle Indian School. As I sit here today, I cannot help but feel conflicted about my actions that day. On one hand, I am proud that I stood up for myself and refused to submit to their demands at first. I remember the fire in my belly as I declared that I would struggle before giving in. However, as time passed, my spirit wavered, and eventually, I allowed them to cut my hair. Looking back now, I cannot help but feel that I gave in too easily, that I did not do enough to resist. As I ponder over what I could have done differently, I realize that there might have been other options. Perhaps I could have sought help from my fellow students. Maybe I could have tried to escape or find another way out of the situation. But in that moment, I was so overwhelmed and confused that I could not think straight. I know that I have blamed myself for this incident for far too long. But today, I choose to absolve myself of any blame. As a young girl, I forced into a strange place. I was not given the chance to make my own choices, to decide what was best for me. I was a victim of a system that sought to strip away my identity and forced me to assimilate. Today, I choose to forgive myself and honour the brave little girl who stood up for herself that day. I am grateful for her courage and strength, and I will continue to honour her memory by fighting for justice and equality for all.