

# Sample Paper

5

Time : 90 Minutes

Max. Marks : 40

## General Instructions

1. *The Question Paper contains three sections.*
2. *Section A-READING has 18 questions. Attempt a total of 14 questions, as per specific instructions for each question.*
3. *Section B-WRITING SKILLS has 12 questions. Attempt a total of 10 questions, as per specific instructions for each question.*
4. *Section C-LITERATURE has 30 questions. Attempt 26 questions, as per specific instructions for each question.*
5. *All questions carry equal marks.*
6. *There is no negative marking.*

## READING SECTION

### I. Read the passage given below:

[1×8=8]

1. The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. 'Common language' here usually means a foreign language, but the same point can be applied in principle to any encounter with unfamiliar dialects or styles within a single language. "They don't talk the same language" has a major metaphorical meaning alongside its literal one.
2. Although communication problems of this kind must be happening thousands of times each day, very few such as strikes, lost orders, legal problems, or fatal accidents - even, at times, war go unreported. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushrooms. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of treatment that had successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in a journal written in European languages other than English.
3. Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem. In the English speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies have shown that very little foreign language material is ever consulted. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals.
4. The language barrier presents itself in stark form to firms who wish to market their products in other countries. British industry, in particular, has in recent decades often been criticized for its linguistic insularity - for its assumption that foreign buyers will be happy to communicate in English, and that awareness of other languages is not therefore a priority. In the 1960s, over two-thirds of British firms dealing with non-English speaking customers were using English for outgoing correspondence; many had their sales literature only in English and as many as 40 per cent employed no one able to communicate in the customers' languages.
5. The criticism and publicity given to this problem since 1960s seems to have greatly improved the situation. Industrial training schemes have promoted an increase in linguistic and cultural awareness. Many firms now have their own translation services; to take just one example in Britain, Rowntree Mackintosh now publish their documents in six languages (English, French, German, Dutch, Italian and Xhosa). Some firms run part-time language courses in the languages of the countries with which they are most involved; some produce their own technical glossaries to ensure consistency when material is being translated. It is now much more readily appreciated that marketing efforts can be delayed, damaged, or disrupted by a failure to take account of the linguistic needs of the customer.

6. The changes in awareness have been most marked in English speaking countries, where the realization has gradually dawned that by no means everyone in the world knows English well enough to negotiate in it.

**On the basis of your reading of the passage, answer the following questions by choosing the most appropriate option.**

[1 × 7 = 7]

- What are the major effects of the language barrier on the progress of a nation?
  - It can slow down or stop progress.
  - It can affect tourism.
  - It can affect the foreign exchange situation.
- When is communication failure publicized?
  - When the country revenues fall
  - When a war breaks out
  - When major consequences occur
- What makes linguistic programme successful?
  - Industrial training schemes
  - Popularity of English courses
  - Lack of induction courses
- What is the meaning of 'Linguistic insularity'?
  - very interested in languages
  - slightly interested in languages
  - lack of interest in other languages
- What evidence has been collected from the survey of libraries in the English speaking scientific world? That
  - a lot of varied literature is read
  - Mostly one language journals exist
  - very little foreign language material is ever consulted.
- How have British companies tried to solve the problems of language barrier since the 1960s? By.....
  - an increase in linguistic courses.
  - translation services
  - Both (a) and (b)
- The realization that English speaking nations have had is
  - English is common
  - negotiations happen in English
  - not everyone knows enough English

**DIRECTIONS (Qs. 8-10):** Find the word in the passage which means the same as the following.

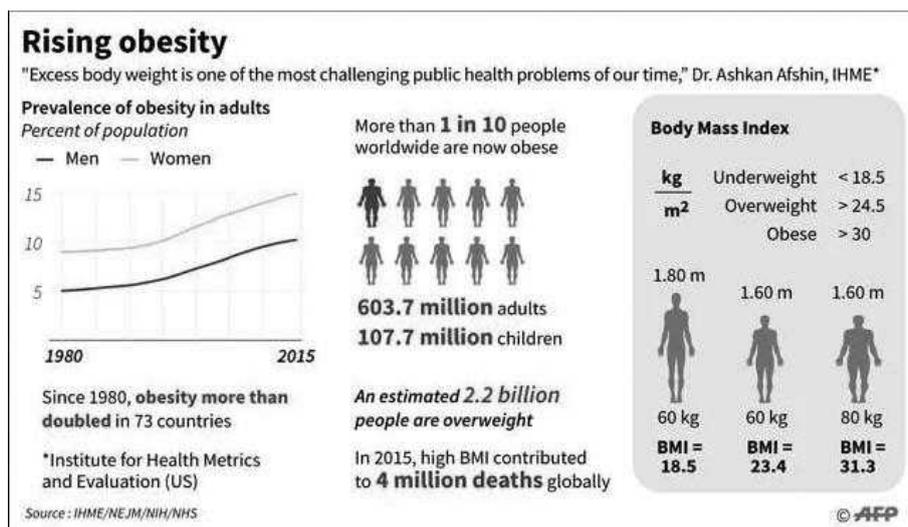
[1×3=3]

- (a) Hinder (para 1)
  - halt
  - barrier
  - dissemination
- (b) Barrier (para 1)
  - halt
  - lack
  - impede
- (c) Sharp clarity (para 4)
  - priority
  - assumption
  - stark

**II. Read the passage given below: ARCHI PPR**

[1×8=8]

- Obesity in India has more than doubled in children and tripled in adults between 1980 and 2015, as shown in an analysis of data from 195 countries from the Global Burden of Disease Study. According to the study published in the latest issue of The New England Journal of Medicine, India's 180 million adults, including 14.4 million children between the ages of 2 and 19 years, are obese. Overweight and obese children rose from 1.3% in 1980 to 3% in 2015. The corresponding rise in men was from 1% to close to 5%, and from 2% to 7% in women.
- "The rate at which obesity is growing in children is quite alarming as it means we will be faced with a large number of obese adults, prone to non-communicable diseases such as diabetes, cardiovascular diseases and even certain types of cancer," said Dr VK Bahl, Head of Cardiology Department at AIIMS.
- India's National Family Health Survey-4 (NFHS-4), which is a pan-India survey that provides information on population, health and nutrition, shows 2.8% of the women surveyed had very high blood sugar levels. In men, the figure was 3.8%.
- Hypertension is also a huge health concern, with 0.7% women and 0.9% men suffering from it. Epidemiologic studies have identified high Body Mass Index (BMI - the weight in kilograms divided by the square of the height in metres) as a risk factor for an expanding set of chronic diseases, including cardiovascular disease, diabetes mellitus, chronic kidney disease, cancer, and musculoskeletal disorders.
- In 2015, an estimated 107.7 million children, and 603.7 million adults were obese worldwide. The overall prevalence of obesity was 5.0% among children and 12.0% among adults.



6. The peak in the prevalence of obesity was observed between the ages of 60 and 64 years among women and between the ages of 50 and 54 years among men. From 1990 to 2015, there was a relative increase of 28.3% in the global rate of deaths related to high BMI. From 41.9 deaths per 100,000 population in 1990, the number jumped to 53.7 deaths per 100,000 population in 2015. However, India's obesity prevalence is significantly lower than the levels seen in several western countries such as America, where more than 30% of adults and 12% of children were obese in 2015.

**Based on your understanding of the passage, answer any eight out of the ten questions by choosing the most appropriate option:** [1×8=8]

11. According to the passage, obesity among Indian children from 1980 to 2015
  - (a) had been quite gradual and there was no reason to worry.
  - (b) had doubled.
  - (c) had not changed significantly.
  - (d) had not been much of a concern for their health.
12. The rate of growth of obesity among children is worrying because
  - (a) it could lead to lethargic adults in the future workforce.
  - (b) it could make the entire adult population weak and unproductive.
  - (c) a large number of adults will not be able to enter the workforce.
  - (d) it could put a large number of obese adults prone to non-communicable diseases.
13. The data collected from 195 countries during the period from 1980 to 2015, shows that obesity among adults has
  - (a) declined by 50%
  - (b) risen by 80% in men
  - (c) doubled in men
  - (d) risen by 50%
14. India's National Family Health Survey - 4 showed blood sugar levels in
  - (a) women exceeded than that of men by 1%
  - (b) men exceeded than that of women by 1%
  - (c) men reduced than that of women by 10%
  - (d) women more than that of men by 3%
15. Choose the statement that is TRUE according to the passage:
  - (a) BMI is a value based on a person's height in centimetres divided by weight in grams.
  - (b) BMI is a value based on a person's weight in kilograms divided by height in metres.
  - (c) BMI is a value based on a person's height in metres divided by weight in kilograms.
  - (d) BMI is a value based on a person's weight in kilograms divided by the square of height in metres.
16. "The peak in the prevalence of obesity.....years among men." This is mainly a reference to
  - (a) the age group where maximum occurrence of obesity was observed in men and women.
  - (b) the type of men and women where obesity was found to be common.
  - (c) the age group where men and women could find themselves at risk of cardiovascular diseases.
  - (d) the connection between advancing age and obesity among people.

17. Based on the graphical representation of data in the passage, choose the option that lists the statements that are TRUE with reference to the increase in percentage of obesity among adults in the period of 1980 to 2015.
1. Women's percentage increased from 10% to 15%
  2. Men's percentage increased from 10% to 15%
  3. Women's percentage increased from 5% to 10%
  4. Men's percentage increased from 5% to 10%
- (a) 1 and 2            (b) 2 and 3            (c) 3 and 4            (d) 1 and 4
18. Which of the following statement is NOT substantiated by information in paragraph 1?
- (a) Child obesity in India more than doubled in the period, 1980 to 2015.
  - (b) Obesity among adults tripled between 1980 and 2015.
  - (c) This study is an analysis of data from 195 countries across the world.
  - (d) 14.4 million children between the ages of two and ten years were found to be obese.

### WRITING

**III. Answer any four out of the five questions given, with reference to the context below.**

<p style="margin: 0;">INDIAN PUBLIC SCHOOL NOTICE</p> <p style="margin: 0;">A. _____</p> <p style="margin: 0;">10<sup>th</sup> November 2021</p> <p style="margin: 0;">The Cultural Club is B. _____ a Talent Hunt Evening on 25th November, at 6 pm in the school C. _____.</p> <p style="margin: 0;">The competition will be in two D. _____ namely instrumental and classical. Shubha Mudgal, the eminent</p> <p style="margin: 0;">E. _____ will be the guest of honour. Those interested may give their names to the undersigned by 18th November.</p> <p style="margin: 0;">Sd/- Rohit Singh Secretary (Cultural Club)</p>
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**By choosing the most appropriate option, fill in the following blanks :**

19. A.  
(a) Music Time      (b) Vocal Time            (c) Talent Hub            (d) Talent Hunt
20. B.  
(a) planning            (b) organizing            (c) heading            (d) having
21. C.  
(a) grounds            (b) auditorium            (c) field            (d) stage
22. D.  
(a) slots            (b) categories            (c) fields            (d) areas
23. E.  
(a) pianist            (b) vocalist            (c) drummer            (d) singer

**IV. Answer any six of the seven questions given, with reference to the context below.**

Realizing the necessity of education and financial independence of women for their family, society and in turn for the nation Taruna writes a letter to the Editor, 'The National Times' highlighting her ideas on the importance of education of women leading to a better status for them in the country. Help her draft and complete it by selecting the most appropriate option.

B - 7/9, Mall Road

Delhi 1100XX

25 March 20XX

The Editor

The National Times

New Delhi 1100XX

Dear Sir,

Subject: Necessity of women's education in India

Through the columns of your A. \_\_\_\_\_ newspaper, I would like to highlight the burning issue of women's education scenario today in India, leading to their B. \_\_\_\_\_ in the family, society and the nation as a whole.

It is C. \_\_\_\_\_ that women in India are not well - educated, especially rural women have remained illiterate for ages. Despite literacy campaigns in the villages, the female children's education is D. \_\_\_\_\_ due to parents lackadaisical attitude towards them.

It is also a matter of deep concern that a women's complete E. \_\_\_\_\_ on her husband or sons for financial needs makes her a slave in the family. Secondly, the reason for the poor status of women in the society is that sometimes the parents want to get rid of the F. \_\_\_\_\_ of the daughter by getting her married underage.

In view of the G. \_\_\_\_\_ of women's education and financial independence the authorities concerned need to look into the matter seriously.

Yours faithfully

Taruna

24. A.  
 (a) good (b) esteemed (c) highly recommended (d) popular
25. B.  
 (a) post (b) status (c) well being (d) condition
26. C.  
 (a) sad (b) Unfortunate (c) bad (d) believable
27. D.  
 (a) ignored (b) sidelined (c) neglected (d) only
28. E.  
 (a) dependence (b) support (c) responsibility (d) reliability
29. F.  
 (a) weight (b) burden (c) responsibility (d) caring
30. G.  
 (a) necessity (b) importance (c) requirement (d) urgency

### LITERATURE

*This section has sub-sections: V, VI, VII, VIII, IX. There are a total of 30 questions in the section. Attempt any 26 questions from the sub-sections V to IX.*

**Attempt any 26 questions from the sub-sections V to IX.**

**V. Read the given extract to attempt questions that follow:**

...reading the bulletin, called after me, "Don't go so fast, bub; you'll get to your school in plenty of time!"

I thought he was making fun of me, and reached M. Hamel's little garden all out of breath.

31. Who was called 'bub'?

- (a) M. Hamel (b) the villagers (c) Franz (d) the postmaster

32. Identify the tone in which the speaker said the words, "Don't go so fast, bub; you'll get to your school in plenty of time!"

- (a) sarcastic (b) humorous (c) depressive (d) cheerful

33. M. Hamel taught the children their last French lesson with

- (a) excitement (b) impatience (c) dedication (d) frivolous laughter

34. Who advised Franz not to hurry?

- (a) the iron smith (b) the classmate (c) his friend (d) the blacksmith

35. Who use to tend to M Hamel's garden ?

- (a) caretaker (b) gardener (c) Franz (d) teacher & student both.

**VI. Read the given extract to attempt questions that follow:**

"That ain't money, mister," he said, "and if you're trying to skin me, you won't get very far," and he glanced at the cash drawer beside him. Of course, the money was old-style bills, half again as big as the money we use nowadays, and different-looking. I turned away and got out fast. There's nothing nice about jail, even in 1894.

36. The person referred to as 'mister' is

- (a) the psychiatrist (b) the ticket clerk (c) Charley (d) the grandfather

37. What do you think the expression, 'trying to skin me' metaphorically means?

- (a) trying to remove skin (b) trying to assault  
 (c) trying to get cheated (d) trying to pay in fake currency

38. What does the expression, 'you won't get very far', used in the extract above mean?
- You cannot touch my cash drawer.
  - You will not succeed in your objective of cheating or robbing me.
  - This much fare cannot take you far on board a train.
  - The cops are on their way and you are soon going to be arrested.
39. Charley turned away and got out fast, most probably because he
- had discovered the reality about the third level of the New York Central.
  - decided to come back with the correct currency notes.
  - did not want to be branded as a mentally ill person.
  - did not want to get arrested for using outdated currency or attempted robbery.
40. How much money did Charley withdraw the next day ?
- 200 dollars
  - 300 dollars
  - 200 pounds
  - 300 pounds

**VII. Read the given extract to attempt questions that follow:**

On sour cream walls, donations. Shakespeare's head,  
 Cloudless at dawn, civilized dome riding all cities.  
 Belled, flowery, Tyrolese valley. Open-handed map  
 Awarding the world its world. And yet, for these  
 Children, these windows, not this map, their world,  
 Where all their future's painted with a fog

41. What does the expression, 'sour cream walls' suggest?
- a display of donated artifacts on the walls
  - badly maintained walls
  - wall-to-wall furniture
  - a poor choice of paint for the walls
42. The map of the world in the classroom symbolizes
- hopes and aspirations of the children.
  - travel plans of the school authorities.
  - a disconnect of these children with this real world.
  - inter connectivity within the world.
43. The expression, 'Shakespeare's head' is an example of
- irony
  - satire
  - parody
  - pun
44. What do you understand by 'Open-handed map' ?
- drawn with ease
  - no limitations
  - drawn by capitalists
  - an unlimited one
45. In the extract, 'future's painted with a fog' suggests that the
- classroom is as foggy as the paint on the walls.
  - beautiful valleys are not a part of the children's future.
  - life ahead for the slum children is as unclear and hazy as fog.
  - fog often finds itself in the classroom through broken windows

**VIII. Read the given extract to attempt questions that follow:**

An old cap stuck to his head soaked with sea water. He was in wet rags of garments. Sadao stopped, Hana at his side, and turned the man's head. They saw the face. "A white man!" Hana whispered.

46. Why did Hana whisper 'a white man!' ?
- out of excitement
  - out of curiosity
  - out of shock
  - out of fear
47. Both Sadao and Hana spoke and discussed him, but what did they not say
- he has escaped
  - he is wounded in the back
  - he is a good fighter
  - how foolish his face is
48. What helped Sadao conclude about the identity of the wounded man ?
- garments
  - face
  - cap
  - head
49. How did the man get soaked in sea water ?
- fell off
  - shot down
  - tried escaping
  - to escape he jumped in the sea

50. "A white man!" Hana whispered. What did this indicate ?  
(a) a native (b) a soldier (c) a foreigner (d) from enemy rank

**IX. Attempt the following.**

51. Select the options, which best suggest the reasons why Franz did not want to go to school that day  
1. He wanted to go and seek bird's egg. 2. He was already late for school.  
3. He had not prepared the topic of participles. 4. He wanted to go sliding on the Saar.  
(a) 2 and 3 (b) 1 and 4 (c) 3 and 4 (d) 1 and 3
52. 'For lives that slyly turn in their cramped holes from fog to endless night?' The expression, 'from fog to endless night' means  
(a) their life is as dull as misty mornings and dark nights.  
(b) they are unable to see anything due to pollution and fog.  
(c) their lives are moving from gloom to complete despair.  
(d) darkness of night.
53. 'The Last Lesson' showcases  
(a) human dogmatism. (b) negligence on the part of human beings.  
(c) tendency to deferment. (d) political issues.
54. Which option does not support the aspects around which the story, 'The Third Level' revolves?  
(a) fantasy and reality (b) psychoanalysis and reality  
(c) escapism and harsh reality (d) dark humour and fantasy
55. The mother's old age and lack of energy is a depiction of  
(a) the poet's helplessness in old age. (b) joy and fun of old age.  
(c) the inevitable truth of human life. (d) sickness and ill-health.
56. Why is the map hanging in the classroom a bad example for the slum school children?  
(a) It tempts them to acquire things beyond their means by stealing.  
(b) It can never provide them the respite from their miserable world.  
(c) The map is not clear in its depiction of the outside world.  
(d) It can never help them to be successful in life.
57. "I landed in a sitting position, swallowed water, and went at once to the bottom". Which place is W Douglas talking about ?  
(a) At Yakima river (b) At sea with father  
(c) At YMCA pool (d) At sea with instructor
58. "A 'pulley' that ran on an overhead cable". How can we clearly understand this ?  
(a) An apparatus with a wheel (b) An apparatus with a rope and cable  
(c) An apparatus without wheel (d) An apparatus with a wheel and a rope.
59. Why will Dr. Sadao be punished for sheltering a whiteman?  
(a) It was war time and he was from the enemy country.  
(b) He was a doctor  
(c) He took the help of his wife.  
(d) The servants left the job.
60. Which part of the body of young man had wound?  
(a) Left side of upperback (b) Head and chest  
(c) Both the legs (d) Right side of the lower back.

# OMR ANSWER SHEET

## Sample Paper No – 5

- ★ Use Blue / Black Ball pen only.
- ★ Please do not make any stray marks on the answer sheet.
- ★ Rough work must not be done on the answer sheet.
- ★ Darken one circle deeply for each question in the OMR Answer sheet, as faintly darkend / half darkened circle might be rejected.

Start time : _____	End time _____	Time taken _____
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1. Name (in Block Letters)

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2. Date of Exam

□	□	□	□	□	□
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3. Candidate's Signature

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### SECTION-A

1. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	7. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	13. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
2. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	8. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	14. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
3. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	9. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	15. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
4. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	10. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	16. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
5. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	11. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	17. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
6. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	12. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	18. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d

### SECTION-B

19. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	23. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	27. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
20. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	24. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	28. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
21. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	25. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	29. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
22. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	26. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	30. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d

### SECTION-C

31. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	41. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	51. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
32. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	42. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	52. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
33. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	43. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	53. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
34. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	44. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	54. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
35. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	45. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	55. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
36. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	46. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	56. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
37. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	47. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	57. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
38. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	48. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	58. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
39. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	49. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	59. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
40. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	50. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	60. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d

No. of Qns. Attempted		Correct		Incorrect		Marks	
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