

MARKING SCHEME (2023-24)
ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
CLASS-X

SECTION A : READING (20 marks)		
1.	Discursive passage	1x10=10m
i	<p>C. Recognizes the challenges of studying poetry but also acknowledges the rewards it offers. [Throughout the initial paragraph, the author acknowledges the difficulties of studying poetry, but also notes the emotional resonance and sense of accomplishment that can be derived from analysing complex works. Therefore, option C is the correct answer.]</p>	1 No partial credit
ii	<p>The tone - critical Rationale - The writer seems to be expressing their scepticism and dissatisfaction with poems that are overly obscure and difficult to understand. The writer suggests that such poems may not be worth the effort and compares them unfavourably to solving a riddle. [Overall, the tone suggests a frustration with poetry that prioritizes obscurity over clarity and meaning.] OR The tone - sarcastic The statement "if solving a riddle is what was intended, then playing Sudoku is a better option" suggests that the writer is not impressed with the level of complexity in some poetry. Additionally, the phrase "led to ponder if obscurity was the goal" implies that the writer believes some poets may intentionally make their work difficult to understand, which can be frustrating for readers.[The sarcastic tone in these lines is likely a reflection of the writer's opinion that poetry should not be needlessly complex and should strive to connect with readers.]</p>	2 -1 for identification & 1 for rationale -Partial credit of 1 for correct mention of either -No ½ credit
iii	<p>... it creates a powerful emotional impact and enhances the reader's understanding of the intensity of emotion that can be conveyed through poetry.</p>	1 -1 for complete explanation -Partial credit ½ for indication of reason without explanation
iv	<p>(a) intriguing and off-putting (d) simple and challenging [They represent opposite concepts, with "simple" meaning easy, uncomplicated, or straightforward, while "challenging" means difficult, demanding, or requiring effort. In the given passage, the author uses both terms to describe different types of poetry that a reader may encounter.]</p>	1 -1 for both correct identification -Partial credit ½ for any one correct identification
v	<p>...the author acknowledges that weird poems can be off-putting, but also appreciates their uniqueness and the challenge they present to readers [hence, the author is being neutral and objective with no bias]</p>	1 -1 for addressing both neutral and objective

		-Partial credit ½ for addressing either of two
vi	Just as exploring a new city requires an open mind and a willingness to embrace the unexpected, studying poetry requires an openness to different styles and approaches, and a willingness to be challenged and surprised by what you find.	2 -2 for a completely appropriate explanation for both city and poetry -Partial credit 1 for just an appropriate mention of either -No ½ credit
vii	B. Persistence makes studying poetry a rewarding pursuit. [Q. is rooted in paragraph (4). Hina's experience of finally unlocking a poem's meaning and feeling a sense of accomplishment shows that poetry can be rewarding if one is persistent.]	1 No partial credit
viii	Simple [This verse is simple in terms of its language, structure, and content. It describes a natural scene, which is easy to comprehend and has a peaceful effect on the reader.]	1 No partial credit
2.	Case-based factual passage	10 m
i	... a fish needs decorations such as plants or rocks, to simulate a natural environment and improve its quality of life, people living in urban areas need green spaces such as vertical gardens to improve their physical and mental wellbeing. [The analogy highlights the importance of providing a natural and healthy environment for living beings, regardless of their habitat, and emphasizes the need to explore creative solutions to meet this need.]	1 -No partial credit - Full credit to be given for rationalised response other than that indicated
ii	opinion; subjective judgement [This statement expresses a viewpoint or belief about the benefits of incorporating nature and structures through vertical gardens and green walls in urban spaces. While there may be evidence to support this opinion, such as research on the positive effects of greenery on well-being or the visual appeal of vertical gardens, it is still ultimately a subjective judgment rather than an objective fact that can be proven or disproven.]	1 -No partial credit -Both need to be answered correctly as they are rationally linked
iii	True, because the majority of participants strongly agreed or agreed that vertical gardens can improve the quality of life, increase air quality, and have a relaxing and calming effect. However, the survey does not provide information on the long-term effectiveness of vertical gardens or their potential impact on other aspects of urban life, such as traffic or community engagement.	2 Full credit 2, when complete justification is presented Partial credit 1, when just a point is stated without evidence from table 1. No credit of ½
iv	A city government looking to install vertical gardens should consider addressing these concerns: ▪ cost of installation and maintenance [should be reasonable]	1 No partial credit

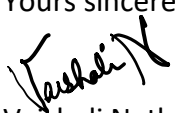
	<ul style="list-style-type: none"> areas of installation should be where driver distraction is less of an issue. <p>[Both need to be mentioned as the survey reflects these]</p>	
v	<p>Possible inferences: (any one)</p> <ul style="list-style-type: none"> Participants may not be fully informed or aware of the effects of vertical gardens on air quality, which could contribute to the neutral response. [This suggests a need for more education and awareness campaigns around the benefits of vertical gardens.] The perceived effect of vertical gardens on air quality may vary based on the specific location or environment in which they are installed. [This could explain the higher number of neutral responses, as participants may not have enough information to judge the statement in a generalized manner.] It is possible that participants did not have a strong opinion or preference regarding the effect of vertical gardens on air quality, which resulted in a neutral response. [This could indicate a need for more targeted research to understand the potential benefits and limitations of vertical gardens in improving air quality.] 	1 No partial credit
vi	<p>B. Only (ii) [Cambridge dictionary - to twist or be twisted together, or to be connected so as to be difficult to separate] , Hence , Option B.</p> <p style="text-align: center;">FOR THE VISUALLY IMPAIRED CANDIDATES</p> <p>D. standard [Most likely option - standard, as it refers to something commonplace, hence opposite of unique]</p>	1 No partial credit
vii	<p><u>Advantages of vertical gardens over other green spaces-</u></p> <ul style="list-style-type: none"> They can be installed in small spaces, making them ideal for urban areas with limited space. They also offer aesthetic and design benefits, as they can be customized to fit specific architectural styles or preferences. <p><u>Disadvantages of vertical gardens over other green spaces-</u></p> <ul style="list-style-type: none"> May not provide as much space for outdoor recreation as community gardens or parks do. The cost of installation and maintenance may be higher than for other types of green spaces. 	2 -2 for correctly addressing both -Partial credit 1 for correctly addressing either of two - No ½ credit
viii	<p>B. Vertical gardening is a sustainable practice that can transform urban spaces into green areas. [The passage clearly states that the study acknowledged the potential of vertical gardening to transform urban spaces into green, sustainable areas. This suggests that vertical gardening is seen as a sustainable practice that can have a positive impact on the environment and human well-being. The other answer choices are incorrect as they either contradict the information given in the passage (A and C) or are not relevant to the passage (D).]</p>	1
3.	SECTION B : GRAMMAR (10 marks)	
Full credit 1, for correct answers. No partial credit of ½ , for any question in this section		
i	highlights	
ii	must - will	
iii	Abhilash asked Neha whether / if her best friend was helping her in that venture.	
iv	C. about her choice to participate	

v	this
vi	aimed-aims [it's a current projection document]
vii	C. among-between
viii	A. feeling
ix	unlike the previous month, he had been away for quite some time that month.
x	D. has won
xi	B. call
xii	will-should

SECTION B : WRITING SKILLS (10 marks)

Note : All details presented in the questions are imaginary and created for assessment purpose .

[Content , in suggested responses, may be above the recommended word limit, as it aims to share content points that can be of use.]

4A.	<p>Suggested response :</p> <p>124, Indrayani Apartments Vaishali Street, Daipur</p> <p>21 August 2023</p> <p>The MLA Janta House Rajajipura, Daipur</p> <p>Subject: <u>Suggestion Regarding the Need to Form Ecology Clubs</u></p> <p>Madam</p> <p>This letter is written to express my concern about the environmental degradation in our city and suggest a solution that I believe could help in preserving and conserving nature. I believe that forming Ecology clubs and appointing Eco-minders in our city can aid in this endeavour.</p> <p>Ecology clubs can be run by resident volunteers who may undertake activities such as making bird-houses, planting native trees, water harvesting and creating compost piles to nurture and protect the local ecosystem. By involving the residents in these activities, we can raise awareness about the importance of preserving nature and instil a sense of responsibility towards it.</p> <p>Some of the implications of forming Ecology clubs are reduction of pollution levels, increase in biodiversity and promotion of sustainable practices. This initiative will enhance the quality of life of the residents by providing them with a green and healthy environment.</p> <p>Madam, you are requested to kindly consider this suggestion to ensure better preservation and conservation of nature.</p> <p>Yours sincerely</p>  <p>Vaishali Nathani</p>	<p>Total - 5</p> <p>Format – 1 [full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing]</p> <p>Content -2 [½ mark for each content point area addressed - suggestion, importance, implication, recommendation]</p> <p>Organisation of ideas -1 [effective style, orderly sequence, paragraphed structure and formal tone and vocabulary]</p> <p>Accuracy 1</p>
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	<p>difficulties highlights her empathetic and caring nature. Furthermore, Tsering believes in the "One for all and all for one" policy, which is pivotal in fostering a sense of community and promoting inclusivity in the school. While she may be an average academic performer, her positive attitude and desire for appreciation will motivate her in her pursuit of excellence. <i>For these reasons, I believe she has the potential to be a good School Captain and I support her candidature.</i></p> <p><u>Opposing Tsering's candidature</u></p> <p><i>As a responsible student voter, I have reservations about Tsering's candidature for the School Captain's position. While she maintains a disciplined study routine, her average academic performance suggests a lack of academic discipline. Additionally, her quest for appreciation may cause her to prioritize recognition over the well-being of the school community. Moreover, Tsering's sensitivity, while admirable, may hinder her ability to make tough decisions and exercise effective leadership skills. While her willingness to help peers is commendable, it may also distract her from her responsibilities as the School Captain. Finally, Tsering's focus on the excellent outcome of tasks assigned to her may cause her to overlook the process and teamwork required to achieve those outcomes which are crucial for the school's smooth functioning. For these reasons, I believe she does not have the potential to be a good School Captain and I oppose her candidature.</i></p> <p>[Both responses, apart from prompts indicated in the Q, are around 110 words]</p>	<p>should NOT be confused with Descriptive paragraph writing.</p> <p>Content -2 Four trends/ points included & well-developed with sustained clarity</p> <p>Organisation of ideas -2 [effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary]</p> <p>Accuracy 1 [Spelling, punctuation and grammar]</p>
5B.	<p>Suggested response :</p> <p><u>Accepting the proposal</u></p> <p><i>A thorough analysis of the itinerary provided by the tour organizing vendor reveals that the tour proposal should be accepted. It is well-planned and includes an array of educational activities for the students. The inclusion of visit to Bhawartal Garden, Bhedaghat Dhuandhar Falls, Marble Rocks Cable car tour, and Rani Durgavati Museum offers an opportunity for the students to learn about nature, history, and art. The tour to Kanha Tiger Reserve adds an element of adventure and allows students to connect with wildlife. The provision of bottled mineral water, insurance policy, and tour manager's assistance ensures the safety and well-being of the students. Inclusion of a DJ party adds to the entertainment, enjoyment and enthusiasm quotient of the tour. The complimentary staff provided for every twenty students further adds to the security of the students. Therefore, the tour proposal for the educational trip should be approved.</i></p> <p><u>Rejecting analytical paragraph</u></p> <p><i>A thorough analysis of the itinerary provided by the tour organizing vendor reveals that the tour proposal should be rejected. While the tour includes</i></p>	

	<p>various educational activities, we have concerns about the safety and well-being of the students. The tour includes a long journey of nearly nine hours from Nagpur Junction to Jabalpur and vice versa. Also, it mentions an early morning departure at 5:30 am to the Kanha Tiger reserve and late evening arrival back to the hotel, on the last day. Long hours of travel and the hectic schedule may lead to physical exhaustion and hamper the learning experience of the students. Additionally, the inclusion of a DJ party may not be suitable for an educational tour. The tour organizing vendor has not provided details on the quality of the hotel and the quad-sharing basis may not be comfortable for all students. <i>Hence, considering the well-being of the students, the tour proposal for the educational trip, should be rejected.</i></p> <p>[Both responses, apart from prompts indicated in the Q, are around 120 words]</p>	
SECTION D : LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 marks)		
IV	Reference to Context	5+5=10
6A	Prose	
i	<p>(Any one) We can infer that -</p> <ul style="list-style-type: none"> ▪ Dr Urquhart was a scientist who questioned assumptions ▪ He was willing to investigate alternative explanations for phenomena ▪ Dr Urquhart was a curious / open-minded scientist ▪ He was not content to simply accept conventional wisdom 	1
ii	<p>TRUE</p> <p>[This statement would not be called a hypothesis, assumption, premise, or theory. It is simply a statement of the question that Ebright was trying to answer.]</p>	1
iii	<p>Ebright's approach was highly effective in finding the purpose of the gold spots on a monarch pupa. By building a device that showed that the spots were producing a hormone necessary for the butterfly's full development, he was able to provide evidence that contradicted the prevailing assumption that the spots were purely ornamental. This earned him recognition in science fairs and provided him with opportunities to work at research laboratories.</p> <p>[The question requires a judgment on the effectiveness of Ebright's approach in finding the purpose of the gold spots. The answer should include specific reasons for the effectiveness of his approach, such as the evidence he provided]</p>	2
iv	an opportunity	1
6B	Drama	
i	D. He is in love with Natalya.	1
ii	Lomov's tone when he says "What more do I want?" is uncertain and questioning because he is trying to convince himself that Natalya Stepanovna is a suitable match for him, but at the same time, he seems to be struggling with doubts and fears. His tone suggests that he is trying to reassure himself that he has made the right decision, but he is not entirely convinced.	2
iii	<p>(b) A soliloquy is a speech given by a character alone on stage, which reveals their innermost thoughts and feelings to the audience.</p> <p>[cannot be (a) as it is not a formal discussion and cannot be (c) because what he speaks is certainly not brief]</p>	1

iv	The actor would be required to convey Lomov's nervousness and excitement through his voice modulation. [For example, he could raise his voice when Lomov is getting excited or lower it when he is feeling anxious.]	1
7A	Poetry	
i	hatred/ indifference / bitterness / apathy / detachment / rigidity	1
ii	The speaker's alignment with those who favour ice suggests that they have seen the destructive consequences of a lack of empathy and emotional connection.	1
iii	D. Respectful [The speaker acknowledges the destructive power of ice in the lines "To say that for destruction ice / Is also great." The use of the word "great" implies a sense of awe or respect for the power of ice to cause destruction.]	1
iv	The language used in these lines is simple and straightforward. The words and phrases are easy to understand and the poem is written in a conversational tone. Despite its simplicity, however, the poem carries a profound message about the destructive power of both fire and ice, and the inevitability of destruction. The use of simple language in this context makes the message more accessible to a wider audience and adds to the poem's overall impact.	2
7B	Poetry	
i	Unlike traditional poetry that often relies on complex rhyme schemes and metaphors, this poem uses simple, everyday language to create a vivid picture in the reader's mind to create a powerful and evocative mood. [The learner is required to think critically about the poem and its relationship to traditional poetry. By examining the use of language and imagery in the poem, the learner can identify ways in which it challenges traditional ideas of what poetry should be.]	1
ii	The word "little" used to describe the fog in the poem suggests the subtle and quiet nature of the fog. The word "little" also evokes a sense of innocence and vulnerability, as if the fog is a harmless creature moving through the city. This contributes to the overall mood and tone of the poem, which is calm and peaceful, with a touch of mystery.	2
iii	B. coastal [the evidence lies in the use of the word 'harbour']	1
iv	visual /animal imagery [allows the reader to visualize the fog and creates a sense of atmosphere in the poem.]	1
8	FOUR of five Short Answer Questions - First Flight	4x3=12
Content-1 ; Organisation -1 ; ½ mark to be deducted for Accuracy from the overall credit of a response, if 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	The traditional baker and his bread play a significant role in the cultural and social fabric of Goan society. <ul style="list-style-type: none"> ▪ the Portuguese introduced their famous loaves of bread to Goa - they left but the bread-makers remained, and their age-old, time-tested furnaces still exist ▪ The baker's bread was not just a food item, but it was an essential part of Goan cuisine and culture - not just a staple food item but also served as a symbol of social and economic status 	

	<ul style="list-style-type: none"> ▪ the traditional baker and his bread -- played a vital role in local commerce -- baker would sell his bread by going from house to house -- a critical role in local distribution and trade ▪ bread-making tradition -- passed down from one generation to the next -- many bakers continuing the family profession to this day ▪ continued existence of these bakers and their furnaces represents a living connection to Goa's cultural and culinary heritage -- continues to be cherished and celebrated by the local community
ii	<p>Leslie Norris uses vivid imagery and metaphorical language in "Tiger in the Zoo" to effectively depict the confinement and oppression experienced by the captive tiger.</p> <ul style="list-style-type: none"> ▪ The use of the words "vivid stripes" and "pads of velvet quiet" creates a powerful image of the tiger's physical beauty and grace that is restricted within the confines of the cage. ▪ The contrast between the tiger's natural habitat and its captivity is highlighted through the description of its expected behaviour in the wild such as "sliding through long grass" and "snarling around houses" and its actual behaviour within the cage. ▪ The metaphorical language used in "quiet rage" and "ignoring visitors" conveys the tiger's frustration and anger at being confined. ▪ The last two lines, "He hears the last voice at night, the patrolling cars, and stares with his brilliant eyes at the brilliant stars," depicts the tiger's longing for freedom and its natural habitat. ▪ Finally, the poem explores the psychological impact of captivity on the tiger through the use of vivid imagery and metaphorical language.
iii	<p>The description of the devastation caused by the hailstorm reflects the sadness within Lencho.</p> <ul style="list-style-type: none"> ▪ The fact that "not a leaf remained on the trees" and "the flowers were gone from the plants" suggests a sense of emptiness and loss, which mirrors Lencho's feelings of despair and disappointment. ▪ The destruction of the corn, which was the source of his livelihood, is particularly devastating for him. ▪ The emptiness and desolation of the landscape thus serve as a powerful metaphor for Lencho's inner state of mind, emphasizing the magnitude of his disappointment and hopelessness.
iv	<p>Kitty was a trusted friend to Anne.</p> <ul style="list-style-type: none"> ▪ allowed her to express her thoughts and feelings freely without fear of rejection ▪ provided her with a space to confide in and unburden herself to, serving as a form of therapy for her loneliness and isolation ▪ it couldn't talk back but the act of writing and personifying the diary as a friend gave Anne a sense of comfort and companionship, providing her with an outlet to process her emotions and cope with her challenges ▪ gave her a sense of privacy and security --she felt that she could write down her innermost thoughts and feelings without fear of judgement or ridicule, as she might have experienced if she shared them with others
v	<p>Ogden Nash's "Tale of Custard the Dragon" can be interpreted as a subversion of societal expectations.</p> <ul style="list-style-type: none"> ▪ presents Belinda as a brave and independent female character (described as brave as a barrel full of bears, a trait that is stereotypically associated with masculinity), while the male characters (Ink, Blink, Mustard) are portrayed as weaker and less courageous

	<ul style="list-style-type: none"> ▪ actions of Ink, Blink, Mustard seem motivated by fear of social judgment and ridicule - of being perceived as weak- while Custard is unafraid of crying for a nice safe cage ▪ when faced with danger, Custard, the dragon, labelled a coward, is the one who steps up to defend Belinda and her household, while Ink, Blink, and Mustard flee or hide - finds the courage to protect those he cares about <p>The poem promotes the idea that everyone has unique talents and abilities, and should be encouraged to pursue their passions and strengths, at their pace, rather than conforming to societal expectations or stereotypes.</p>
8	TWO of three Short Answer Questions - <i>Footprints Without Feet</i> (2x3=6)
Content-1 ; Organisation -1 ; ½ mark to be deducted for Accuracy from the overall credit of a response, if 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	<p>The story - a powerful example of the importance of saying no when it comes to making decisions that affect the health and well-being of others, whether it be for pets or for people</p> <ul style="list-style-type: none"> ▪ Mrs. Pumphrey's love and indulgence for her dog, Tricki, leads to the dog becoming severely overweight and unhealthy ▪ Despite Herriot's advice to put Tricki on a diet and exercise regimen, Mrs. Pumphrey is unable to say 'no' and abstain from overfeeding the dog -- Tricki becomes seriously ill due to his weight and unhealthy habits ▪ The story , thus, highlights the fact that sometimes, the best way to help someone is to say no and steer them towards a better path, even if it may be uncomfortable or unpopular in the moment
ii	<p>Education plays a transformative role in Bholi's life.</p> <ul style="list-style-type: none"> ▪ It helps her gain confidence and self-esteem, enabling her to stand up for herself and challenge societal norms. ▪ Empowers her to break free from the chains of patriarchy and choose her own path. It also enables her to recognize and resist oppression and inequality, making her an agent of change in her community. ▪ Through education, Bholi becomes an embodiment of the transformative power of knowledge and its ability to challenge and change societal norms.
iii	<p>(Any one)</p> <p>The author employs various elements of writing style to create a sense of tension, uncertainty, and suspense, well-suited to the story's mystery and suspense genre.</p> <ul style="list-style-type: none"> ▪ Skilful use of language to create tension-- Throughout the story, he employs short, punchy sentences that create a sense of urgency and a feeling that events are unfolding quickly and unpredictably. This helps to build momentum and keep the reader engaged, while also conveying a sense of unease and urgency. ▪ Use of dialogue - The conversation between Ausable and Max is filled with half-truths and mystification, which creates a sense of ambiguity and heightens the story's sense of mystery. The reader is left wondering about Max's true motives and intentions, which adds to the sense of uncertainty and tension in the story. ▪ Pacing and plot development - contribute to the story's sense of suspense , as the author carefully builds the tension throughout the story, gradually revealing new information and plot twists that keep the reader guessing and on edge.
10.	ONE of two, Long Answer Question -<i>First Flight</i> 6

<p>A.</p>	<p>[A detailed discussion has been presented to allow for usage of content points as per individual choice. However, the final answer has to be a cohesive whole, structured in paragraphs , in about 120 words.]</p> <p><u>The baby seagull’s mother:</u></p> <p>The baby seagull’s mother, was a parent who wanted to better her child's life by pushing him out of his comfort zone and encouraging him to learn new skills. She believed that her son is capable of flying, even though he was afraid, and tried to motivate him by showing him how much fun it could be. She also offered him scraps of fish to reward him for his efforts, which is truly a kind of positive reinforcement strategy.</p> <p>However, the mother's approach also had some drawbacks. By constantly pushing the baby seagull to fly, she was putting him in danger and risking his physical well-being. She also didn't seem to acknowledge his fear and anxiety, which could be a source of stress for the baby seagull.</p> <p><u>Amanda’s mother:</u></p> <p>Amanda's mother is depicted as a strict and critical figure who is presented as always correcting Amanda's behaviour, from her posture and habits to her academic performance and personal hygiene.</p> <p>While her intentions may be good, her methods are shown to be ineffective, and in some cases, harmful. By constantly nit-picking Amanda's behaviour, her mother creates an atmosphere of tension and anxiety, which only serves to make Amanda feel worse about herself. This also causes Amanda to feel like she can never measure up, leading her to seek solace in imaginary worlds and fantasies.</p> <p>The methods of Amanda's mother do not come across as conducive to achieving this goal. Rather than focusing on Amanda's strengths and encouraging her to develop them, she highlights her weaknesses and shortcomings. Amanda is thus, left feeling undervalued, which could have a negative impact on her self-esteem and mental health.</p> <p><u>Comparison:</u></p> <p>In comparison to Amanda's mother, the seagull's mother seems to be more attuned to her child's needs and abilities. She recognizes that the baby seagull is capable of flying and wants to help him achieve his full potential. However, she may not be taking into account his fears and anxieties, which can be just as important to his well-being as his ability to fly. In contrast, Amanda's mother seems to be too focused on correcting her daughter's flaws and may not be paying enough attention to her strengths and abilities.</p> <p>Even though both mothers have good intentions and want to better their children's lives, their methods, in part, may be misguided or ineffective. The seagull's mother could benefit from being more sensitive to her child's emotions, while Amanda's mother could benefit from focusing on her daughter's strengths and building her self-esteem.</p>	<p>Content 3 Expression 2 Accuracy 1</p>
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	<p>Ultimately, the best approach of both parents would be the one that would balance positive reinforcement with sensitivity to the child's needs and limitations.</p> <p>[Accept the learner's input in both formats-as a critical inspection or as a personal, first person presentation]</p>	
<p>B.</p>	<p>[A detailed insight has been presented below to allow for usage of content points as per individual choice. However, the final answer crafted by the learner, is to be written in first person , as indicated from the question cues. It has to be a cohesive whole, structured in paragraphs and devoid of headings , in about 120 words.]</p> <p><i>Good morning, everyone.</i></p> <p><i>Today, I'd like to discuss two pieces of literature that offer a powerful insight into the resilience of the human spirit required to transcend discrimination. Both works share some of the common themes.</i></p> <p>(Theme 1: Transcending Discrimination)</p> <p>Both Mandela's excerpt and Rich's poem address the issue of discrimination. Mandela speaks of how his own experiences of discrimination made him more determined to fight against it. He emphasizes the need to move beyond the divides created by race, gender, and class. Similarly, Rich's poem acknowledges the discrimination faced by trees, which are often overlooked and undervalued. She argues that these trees deserve to be recognized and appreciated, just as all living beings should be. [The metaphorical perspective for <i>The Trees</i> - the emergence of women against discrimination. Rich compares the growth of trees to the growth of women who were once suppressed and marginalized by society. Just as trees grow from the earth and reach for the sky, women too are rooted in their past but strive towards a better future, breaking free from the chains of oppression and discrimination.]</p> <p>(Theme 2: The Efforts Involved in Achieving Equality)</p> <p>Both pieces of literature also highlight the hard work and sacrifices required to achieve equality. Mandela describes his long and difficult journey towards freedom, including his time spent in prison. He emphasizes that true freedom is not just about breaking physical chains but also breaking mental ones. Rich's poem speaks of the efforts required to protect trees and nature, highlighting the importance of activism and advocacy. [The metaphorical perspective for <i>The Trees</i> - Despite being cut down and uprooted by the patriarchy, women continue to grow and flourish, resisting oppression and striving towards equality. The trees symbolize the tenacity and determination of women to rise above their circumstances and claim their rightful place in society.]</p> <p>(Theme 3: Resilience of the Human Spirit)</p> <p>Despite the challenges faced, both Mandela's excerpt and Rich's poem showcase the resilience of the human spirit. Mandela's perseverance and unwavering determination to fight against discrimination, even in the face of great adversity, inspire us to do the same. Rich's poem also speaks to the resilience of nature, which continues to thrive even in the face of human neglect and disregard. [The metaphorical perspective for <i>The Trees</i> - The poem celebrates the strength and tenacity of women and highlights the importance of perseverance in the face of adversity. Through the symbol of the trees, Rich suggests that</p>	<p>Content 3 Expression 2 Accuracy 1</p>

	<p>just as nature can regenerate and thrive, so too can women emerge stronger and more resilient from discrimination and oppression.]</p> <p>Conclusion: <i>To conclude, I'd like to say</i> that the common themes of transcending discrimination and the efforts involved in achieving equality are prevalent in both these pieces of literature and remind us of the strength of the human spirit and the importance of standing up for what we believe in, even when faced with obstacles. By acknowledging and valuing all forms of life and working towards a more just and equal world, we can continue to build a better future for ourselves and for future generations.</p> <p><i>Thank you.</i></p>	
11.	ONE of two, Long Answer Question -Footprints Without Feet	6
Points from the given detailed suggested response can be drawn upon to structure the desired final response.		
(A)	<p>It's been a tough the past few years, for my wife, Matilda, and me. As I reflect on our experience, I can't help but think about the broader societal issues that have contributed to our predicament.</p> <p>It's clear to me now that our society is structured in a way that makes upward mobility difficult, if not impossible. The rich get richer, while the rest of us struggle to make ends meet. We live in a world where social status is determined by the amount of wealth one possesses, rather than by one's character or virtues. This narrow view of success has led many people, including Matilda, to pursue material possessions at the expense of their own happiness.</p> <p>The loss of the borrowed necklace was a painful lesson for both of us. It reminded us that the pursuit of social status and upward mobility can be a trap, leading people to sacrifice their happiness and well-being in the pursuit of an unattainable dream.</p>	<p>Content 3 Expression 2 Accuracy 1</p>
OR		
(B)	<p>The thief's character arc in the story shows a transformation from a career criminal to a person who learns to trust and work hard for a living.</p> <ul style="list-style-type: none"> ▪ At the beginning of the story, the thief is portrayed as an experienced criminal who is focussed on staying ahead of the law. ▪ He is initially attracted to Anil because he believes he can exploit the young man's trusting nature. ▪ As the story progresses, the thief begins to develop a friendship with Anil, who teaches him how to cook, write and read. ▪ This transformation of the thief's character reaches a climax when he is presented with an opportunity to steal money from Anil, but instead chooses to resist the temptation and considers the consequences of his actions. ▪ This is a significant change from the beginning of the story when the thief was only interested in self-gain. ▪ Although the thief has not completely abandoned his criminal ways, the fact that he hesitated to jump on the train to escape with the stolen money shows that he has developed a moral conscience. 	<p>Content 3 Expression 2 Accuracy 1</p>

	<p>The story implies that the thief has realized that a life of crime is not fulfilling and that he is now open to exploring new opportunities for a better life.</p> <p>[It can also be observed that the thief struggles with his own moral compass throughout the narrative. At first, he is solely focused on his own personal gain and uses his skills as a thief to achieve this. However, as he begins working for Anil and starts to develop a relationship with him, he becomes conflicted about his intentions to steal from him. Ultimately, he succumbs to his desire for money and steals from Anil, but he also feels guilt and remorse afterwards. This internal conflict highlights the thief's character growth and change throughout the story.]</p>	
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