



COMPETENCY-FOCUSED PRACTICE QUESTIONS

ICSE – CLASS X

LITERATURE IN ENGLISH

PREFACE

With a growing emphasis on competency-based education globally, the educational landscape in India has also steered towards high-quality learning experiences that allow learners to incorporate critical thinking and problem-solving approaches. This approach goes beyond rote memorisation and focuses on developing the skills and knowledge that students need to apply in their real-world scenarios.

The Council for the Indian School Certificate Examinations (CISCE), as a national-level progressive examination board, has taken several steps to infuse competency-based education in CISCE schools through teacher capacity-building on item development for competency-based assessments and the incorporation of competency-focused questions at the ICSE and ISC levels from the examination year 2024.

To further facilitate the adoption of competency-based assessment practices in schools and to support teachers and students towards the preparation for attempting higher-order thinking questions in future board examinations, Item Banks of **Competency-Focused Practice Questions** for selected subjects at the ICSE and ISC levels have been developed. This Item Bank consists of a rich variety of questions, both objective and subjective in categories, aimed at enhancing the subject-specific critical and analytical thinking skills of the students.

In this Item Bank, each question is accompanied by the topic and cognitive learning domain/s that it intends to capture. The cognitive domains reflected in these questions include understanding, analysis, application, evaluation and creativity, along with some questions of the higher-order recall domain. The Answer Key at the end presents the possible answers to a given question, but it is neither limiting nor exhaustive.

These practice questions are also meant to serve as teacher resources for classroom assignments and as samplers to develop their own repository of competency-focused questions. Apart from offering a good practice of higher-order thinking skills, engaging with these questions would allow students to gauge their own subject competencies and use these *assessments for learning* to develop individual learning pathways.

During the development of this Item Bank, a large pool of questions was prepared by a team of experienced CISCE teachers. The questions that were finalised by the internal and external reviewers as being higher-order competency-focused questions have been collated in this item bank.

I acknowledge and appreciate all the ICSE and the ISC subject matter experts who have contributed to the development and review of these high-quality competency-focused questions for CISCE students.

We are hopeful that teachers and students will utilise these questions to support their teaching-learning processes.

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Dr. Joseph Emmanuel
Chief Executive & Secretary
CISCE

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Empowering Minds & Transforming Lives since 1958

COMPETENCY-FOCUSED PRACTICE QUESTIONS

ICSE - CLASS X

Literature in English

I: Multiple Choice Questions (1 Mark)

S.No	Questions
POETRY	
1.	<p>What does the phrase “dark abyss” in the poem <i>Haunted House</i> symbolise?</p> <p>(a) Life experiences. (b) Challenges in life. (c) A deep pit. (d) Despair and depression.</p> <p style="text-align: right;">[Analysis]</p>
2.	<p>The atmosphere created in the poem <i>Haunted Houses</i> is:</p> <p>(a) melancholic. (b) eerie. (c) peaceful (d) unsettling</p> <p style="text-align: right;">[Analysis]</p>
3.	<p>The ghosts/phantoms in H.W Longfellow’s <i>Haunted Houses</i> are described as:</p> <p>(a) harmless (b) mischievous (c) malevolent (d) vengeful</p> <p style="text-align: right;">[Analysis]</p>
4.	<p>Which of the following options contains the same literary device as the given verse from the poem?</p> <p>“As silent as the pictures on the wall”</p> <p>(a) Because I could not stop for death. He kindly stopped for me. (b) Where the mind is without fear, and the head is held high. (c) Soon, the sun’s warmth makes them shed crystal shells, shattering and avalanching on the snow crust (d) Some are like fields of sunlit corn.</p> <p style="text-align: right;">[Application]</p>

S.No	Questions
5.	<p>Which of the following lines reflects Count de Lorge's valour?</p> <p>(a) Then threw the glove, but not with love. (b) And 'mongst them sat Count de Lorge, with one for whom he sighed. (c) He bowed, and in a moment leaped among the lions wild. (d) I'll drop my glove, to prove his love.</p> <p style="text-align: right;">[Analysis]</p>
6.	<p><i>"The lions roared with horrid laughing jaws."</i></p> <p>Which of the following uses the same literary device as given in the above line from the poem 'The Glove and the Lions'?</p> <p>(a) The snowflakes glittered like diamonds. (b) The caged bird sings with a fearful trill. (c) My hands were icicles because of the cold weather. (d) The smell of freshly brewed coffee woke me up.</p> <p style="text-align: right;">[Application]</p>
7.	<p>Which of the following is NOT the theme of the poem <i>The Glove and the Lions</i>?</p> <p>(a) Vanity (b) Chivalry (c) Pride (d) Cruelty</p> <p style="text-align: right;">[Application]</p>
8.	<p>Choose the option that lists the sequence of events in the correct order.</p> <p>(i) Retrieving the glove, the angry Count flung it in her face. (ii) While the lions were engaged in a vicious battle, the count's beloved threw her glove into the arena. (iii) The Count realised that it was her vanity which prompted her to do this. (iv) The king was enjoying the fight of the royal beasts.</p> <p>(a) (i), (ii), (iii), (iv) (b) (iv), (ii), (iii), (i) (c) (ii), (iii), (iv), (i) (d) (iv), (iii), (i), (ii)</p> <p style="text-align: right;">[Application]</p>
9.	<p>Which of the following is NOT a characteristic of a 'great soul'?</p> <p>(a) nurtures (b) shrinks (c) radiant (d) informs</p> <p style="text-align: right;">[Analysis]</p>

S.No	Questions
10.	<p>Select the option that shows the correct relationship between the two given statements:</p> <p>Statement I: The falling of a great tree shocks both big and small creatures.</p> <p>Statement II: The death of a great person maddens their loved ones.</p> <p>(a) Statement I is true, Statement II is false. (b) Statement I is false, and Statement II is true. (c) Statement I is an analogy for Statement II. (d) Statement I is the reason for Statement II.</p> <p style="text-align: right;">[Analysis]</p>
11.	<p>The five stages of grief are described as shock, anger, bargaining, depression and acceptance. Which of these stages is expressed in the following lines?</p> <p><i>“And when great souls die, after a period peace blooms,”</i></p> <p>(a) shock (b) anger (c) depression (d) acceptance</p> <p style="text-align: right;">[Analysis & Evaluate]</p>
12.	<p>The central idea of Angelou’s poem <i>When Great Trees Fall</i> is that _____.</p> <p>(a) when a gigantic tree falls, it affects all the trees in the jungle. (b) the death of an ancient tree disturbs all the animals in the jungle. (c) the impact of the death of a loved one on those struggling to cope with the loss. (d) life will never be the same after the loss of a loved one.</p> <p style="text-align: right;">[Evaluate]</p>
13.	<p>Which of the following options contains the same literary device that appears in the following line:</p> <p><i>“.....On any but a paper sheet so white.....”</i></p> <p>(a) Silver and blue as the mountain mist. (b) He names the sky his own. (c) The fir trees dark and high. (d) Song and mother-croon of bird.</p> <p style="text-align: right;">[Application]</p>

S.No	Questions
14.	<p>Choose the option that lists the sequence of events in the correct order.</p> <p>(i) He changes his mind when he notices something unusual about it. (ii) The poet realises that the speck is a living mite with preferences of its own. (iii) He intends to use the tip of his pen, dipped in ink, to erase the speck. (iv) The poet notices a speck on the white paper he is writing on.</p> <p>(a) (i), (ii), (iii), (iv) (b) (iv), (ii), (iii), (i) (c) (ii), (iii), (iv), (i) (d) (iv), (iii), (i), (ii)</p> <p>[Understanding]</p>
15.	<p>Select the option that shows the correct relationship between statements I and II.</p> <p>Statement I: The poet concludes that the mite proves to be an intelligent creature. Statement II: The mite seems to dislike the ink as it quickly whirls around to fly away.</p> <p>(a) Statement II is the cause for Statement I. (b) Statement II is true, and Statement I is false. (c) Statement I and Statement II are independent of each other. (d) Statement I is true, and Statement II is false.</p> <p>[Analysis]</p>
16.	<p>What is the central idea in Frost's poem <i>A Considerable Speck</i>?</p> <p>(a) The poet critiques society's disregard for smaller aspects of life. (b) The idea is that every living being, no matter how small, has its own perspective and intelligence. (c) The struggle between man-made creations and the natural world. (d) The insignificance of individual thoughts in the grand scheme of the universe.</p> <p>[Evaluate]</p>
17.	<p>"The people, dazed, retire amazed, although they know it's well meant."</p> <p>This line tells us that Bhishma Lochan's singing was _____</p> <p>(a) melodious. (b) discordant. (c) soothing. (d) unbelievable.</p> <p>[Analysis]</p>

S.No	Questions
18.	<p><i>And in the sky the feathered fly turn turtle while they're winging.</i></p> <p>What does the phrase turn turtle mean?</p> <p>(a) Act like a turtle. (b) Jump like a turtle. (c) Turn upside down. (d) Become a turtle.</p> <p style="text-align: right;">[Analysis]</p>
19.	<p>What does the phrase "panic rout" imply in the poem <i>The Power of Music</i>?</p> <p>(a) Solemn parade (b) Celebration (c) Unhappy occasion (d) Chaotic situation</p> <p style="text-align: right;">[Understanding]</p>
20.	<p>Which are the geographical locations mentioned in the poem <i>The Power of Music</i>?</p> <p>(i) Delhi. (ii) Kolkata (iii) Burma (iv) Bangalore</p> <p>(a) (i) and (ii) (b) (i) and (iii) (c) (ii) and (iv) (d) (iii) and (iv)</p> <p style="text-align: right;">[Recall]</p>
PROSE	
21.	<p>Choose the option that lists the sequence of events in the correct order from the story <i>With the Photographer</i>.</p> <p>(i) The photographer hurriedly backs away from the machine and, with a serious expression, comments that there is something wrong with the narrator's face. (ii) He crawls under the cloth draped over the machine and waits for some time. (iii) The narrator thinks that the photographer is praying. (iv) The photographer calls the narrator into the inner room and rolls a machine into the middle of the room.</p> <p>(a) (i), (ii), (iii), (iv) (b) (iv), (ii), (iii), (i) (c) (ii), (iii), (iv), (i) (d) (iv), (iii), (i), (ii)</p> <p style="text-align: right;">[Understanding]</p>

S.No	Questions
22.	<p>“I don't care for it. I like to get the hair clear back to the superfcies and make out a new brow line.”</p> <p>These lines tell us that the photographer is_____</p> <p>(a) angry. (b) weak. (c) insensitive. (d) anxious.</p> <p style="text-align: right;">[Analysis]</p>
23.	<p>Which of the following options contains the same literary device that appears in the following line:</p> <p>“....the machine still staggering from the shock....”</p> <p>(a) The house roofs seemed to heave and sway. (b) In the vestibule below was a letter box. (c) So heavy they were, tidal waves come over the islands. (d) It became transparent like a thin veil.</p> <p style="text-align: right;">[Application]</p>
24.	<p>Select the option that shows the correct relationship between statements I and II from the story <i>With the Photographer</i>.</p> <p>Statement I: The author felt that his eyes in the photograph didn't look very much like his.</p> <p>Statement II: The photographer had retouched the eyes.</p> <p>(a) Statement I is true, and Statement II is false. (b) Statement II is true, and Statement I is false. (c) Statement II is the cause for Statement II. (d) Statement I and Statement II are independent of each other.</p> <p style="text-align: right;">[Analysis]</p>
25.	<p>Martin, in the story <i>The Elevator</i>, is afraid of being trapped in the elevator. What is this fear called?</p> <p>(a) Hydrophobia (b) Arachnophobia (c) Claustrophobia (d) Aquaphobia</p> <p style="text-align: right;">[Application]</p>
26.	<p>Which of these sentences from the story <i>The Elevator</i> is NOT true?</p> <p>(a) Martin was a thin twelve-year-old boy. (b) The lady was wearing an old green coat. (c) Martin was skinny, weak and bad at sports. (d) The lady had large fleshy cheeks, no chin and brown eyes.</p> <p style="text-align: right;">[Understanding]</p>

S.No	Questions
27.	<p>Select the option that shows the correct relationship between statements I and II from <i>The Elevator</i>.</p> <p>Statement I: Martin backed away from the elevator, ran down the stairs and broke his leg.</p> <p>Statement II: In the morning, when the elevator door opened, the fat lady awaited him.</p> <p>(a) Statement I is independent of Statement II. (b) Statement II is the cause of Statement I. (c) Statement I is an example of Statement II. (d) Statement I is a contradiction of Statement II.</p> <p>[Analysis]</p>
28.	<p>“You’re afraid,” said his father. “When are you going to grow up and act like a man?”</p> <p>What does this sentence tell us about Martin’s father’s character? He was:</p> <p>(a) cowardly. (b) greedy. (c) insensitive. (d) rude.</p> <p>[Analysis]</p>
29.	<p>Which of the following statements is not true of Adjoa in <i>The Girl Who Can</i>?</p> <p>(a) She has thin and long legs. (b) She is declared the best all-around junior athlete. (c) She is seven years old girl from Ghana. (d) She is proud of her abilities.</p> <p>[Analysis]</p>
30.	<p>Assess the impact of education on Adjoa’s life as depicted in the story <i>The Girl Who Can</i>.</p> <p>(a) It has no significant influence. (b) It is detrimental to her growth. (c) It empowers her and provides her with a sense of identity. (d) It creates a rift between her and her family.</p> <p>[Analysis]</p>
31.	<p>What does Adjoa mean by “<i>the land of sweet soft silence</i>”?</p> <p>(a) Her girlish dreams. (b) Her native village. (c) Her mother's womb. (d) Her entire world.</p> <p>[Analysis]</p>

S.No	Questions
32.	<p>Adjoa's grandmother is a representative of:</p> <p>(i) authority (ii) determination (iii) unconventional approach (iv) patriarchal outlook</p> <p>(a) (i) & (ii) (b) (ii) & (iii) (c) (ii) & (iv) (d) (i) & (iv)</p> <p style="text-align: right;">[Analysis]</p>
33.	<p>Which of the following statements is NOT true of Leonard Mead?</p> <p>(a) He enjoyed walking the streets at night. (b) He was married to a writer. (c) He was arrested for being out of his home at night. (d) He kept all the lights in his home turned on.</p> <p style="text-align: right;">[Understanding]</p>
34.	<p>Select the option which shows the correct relationship between statements I and II.</p> <p>Statement I: Mead compares walking through the empty, silent streets to walking through a graveyard.</p> <p>Statement II: Mead compares the empty street to the dry riverbeds of a windless desert.</p> <p>(a) Statements I and II are both true. (b) Statements I and II are both false. (c) Statement I is true, and Statement II is false. (d) Statement I is false, and Statement II is true.</p> <p style="text-align: right;">[Understanding]</p>
35.	<p>"He [Mead] was within a block of his destination when the lone car turned a corner quite suddenly ..." means that Mead was _____.</p> <p>(a) blocked by a single car when he suddenly turned the corner. (b) surprised to find a block preventing the single car from turning. (c) destined to be blocked suddenly by a car on a lonely street. (d) close to his home when the car appeared without warning.</p> <p style="text-align: right;">[Understanding]</p>
36.	<p>Which of the following words BEST describes the world in which Mead lived?</p> <p>(a) Idyllic (b) Utopian (c) Dystopian (d) Cheerful</p> <p style="text-align: right;">[Analysis]</p>

S.No	Questions
37.	<p>Which of the options contains the same literary device that appears in the following line:</p> <p><i>“Besides, the whole school seemed so strange and solemn.”</i></p> <p>(a) The boom of the fireworks scared the baby. (b) The daffodils were tossing their heads in a sprightly dance. (c) While I nodded, nearly napping. (d) Her smile is a ray of sunshine.</p> <p style="text-align: right;">[Application]</p>
38.	<p>Choose the option that lists the sequence of events in the correct order.</p> <p>(i) Every time the young boy looked up from writing, during the last lesson, he found M. Hamel sitting motionless in his chair. (ii) He had put on his fine Sunday clothes as he was delivering his last lesson. (iii) M. Hamel had also brought new copies written in a beautiful round hand to the class that day. (iv) The boy noticed that M Hamel, their teacher, was wearing his beautiful green coat, frilled shirt, and the little black silk cap.</p> <p>(a) (iv), (ii), (iii), (i) (b) (ii), (iii), (iv), (i) (c) (ii), (iii), (i), (iv) (d) (iii), (i), (ii), (iv)</p> <p style="text-align: right;">[Analysis]</p>
39.	<p>Select the option that shows the correct relationship between statements I and II.</p> <p>Statement I: My children, this is the last lesson I shall give you.</p> <p>Statement II: The order has come from Berlin to teach only German in the schools of Alsace and Lorraine.</p> <p>(a) Statement I is true, and Statement II is false. (b) Statement II is true, and Statement I is false. (c) Statement I and Statement II are independent of each other. (d) Statement II is the cause for Statement I.</p> <p style="text-align: right;">[Analysis]</p>
40.	<p>Franz was quite _____ to his learning of French language.</p> <p>(a) serious (b) attentive (c) indifferent (d) focussed</p> <p style="text-align: right;">[Analysis]</p>

S.No	Questions
DRAMA	
41.	<p>Mark Antony stirs the emotions of the crowd in his ____.</p> <p>(a) farewell speech (b) eulogy (c) prologue (d) epilogue</p> <p style="text-align: right;">[Analysis]</p>
42.	<p><i>“O world, thou were the forest to this hart, and this indeed, O world, the heart of thee.”</i></p> <p>Which of the following uses the same literary device as given above?</p> <p>(a) The bees buzzed around the flower-filled garden. (b) Her eyes are buttons. (c) She caught the scent of mothballs in the abandoned home. (d) Broken pencils are pointless.</p> <p style="text-align: right;">[Analysis]</p>
43.	<p>Select the option that shows the correct relationship between statements I and II.</p> <p>Statement I: They will kiss dead Caesar’s wounds with reverence.</p> <p>Statement II: The people of Rome have just heard Antony read out Caesar’s will to them.</p> <p>(a) Statement I is true, and Statement II is false. (b) Statement II is the cause of Statement I. (c) Statement I and Statement II are independent of each other. (d) Statement II is true, and Statement I is false.</p> <p style="text-align: right;">[Analysis]</p>
44.	<p>What is the attitude of the mob in this scene?</p> <p>(a) clever (b) intelligent (c) sensitive (d) irrational</p> <p style="text-align: right;">[Evaluate]</p>
45.	<p>Which of the following is NOT an example of irony?</p> <p>(a) Cassius calls Caesar a God while describing how weak he was. (b) Antony refers to Brutus as an honourable man while disproving his claims. (c) One of the plebeians suggested crowning Brutus king. (d) Antony compares the conspirators’ killing of Caesar to apes and hounds.</p> <p style="text-align: right;">[Analysis]</p>

S.No	Questions
46.	<p>Which of the following sentences does Mark Antony NOT use to describe Lepidus in Act IV Scene I?</p> <p>(a) He needs to be taught and trained. (b) High-spirited fellow with ideas of his own. (c) He follows trends and fashion. (d) He is a piece of property.</p> <p>[Understanding]</p>
47.	<p>What opinion does Octavius hold about Lepidus?</p> <p>(a) He is industrious. (b) He is responsible. (c) He is a good statesman. (d) He is a tried and valiant soldier.</p> <p>[Understanding]</p>
48.	<p>Brutus and Cassius did not argue in front of their men because:</p> <p>(a) they did not want an audience. (b) they did not want to demoralise their troops. (c) they wanted witnesses to collaborate in their discussion. (d) they wanted to discuss in a calm environment.</p> <p>[Recall]</p>
49.	<p>Brutus does not allow his pain and anguish to interrupt his professional life. This portrays that he practices _____.</p> <p>(a) stoicism (b) cynicism (c) buddhism (d) epicureanism</p> <p>[Analysis]</p>
50.	<p>“O Cassius, you are yoked with a lamb.” [Act V]</p> <p>Which of the following uses the same literary device as given above?</p> <p>(a) The man fought as bravely as a lion. (b) His voice is velvet. (c) The sky was dotted with fluffy, white clouds. (d) The juicy apple tasted sweet.</p> <p>[Application]</p>
51.	<p>What feeling does Cassius’ words convey when he refers to Octavius as ‘a peevish schoolboy’ and to Antony as ‘a masker and a reveller’?</p> <p>(a) fear (b) disdain (c) worry (d) regret</p> <p>[Analysis]</p>

S.No	Questions
52.	<p>Which of the given options lists the sequence of events in the correct order?</p> <p>(i) During the battle at Philippi, Brutus's army inflicts an early defeat on Octavius' troops.</p> <p>(ii) Seeing some troops in the distance, Cassius sends Titinius on horseback to check if they are 'friend or foe'.</p> <p>(iii) Meanwhile, in another part of the battleground, Cassius learns that his camp has been surrounded by Antony's soldiers and is being attacked.</p> <p>(iv) Pindarus, seeing Titinius surrounded by horsemen, assumes that he has fallen into enemy hands and reports to Cassius that he (Titinius) has been taken captive.</p> <p>(v) Next, Cassius instructs his servant Pindarus to climb a hill nearby so that he can give him a detailed account of all that happens to Titinius.</p> <p>(a) (ii),(iv), (iii), (v), (i)</p> <p>(b) (iv), (v), (i), (iii), (iv)</p> <p>(c) (i), (v), (ii), (iv), (iii)</p> <p>(d) (i), (iii), (ii), (v), (iv)</p> <p>[Understanding]</p>
53.	<p>Cassius' reference to ravens, crows and kites taking the place of two mighty eagles that accompanied their armies from Sardis tells us that he is _____</p> <p>(a) filled with superstitious dread.</p> <p>(b) an expert bird watcher.</p> <p>(c) happier in the company of birds.</p> <p>(d) not a believer in superstition.</p> <p>[Understanding]</p>
54.	<p>In Act V, Scene IV, Lucilius pretends to be Brutus and is taken captive. His action reveals his _____.</p> <p>(a) loyalty to Octavius.</p> <p>(b) desire to escape.</p> <p>(c) loyalty to Brutus.</p> <p>(d) youthful folly.</p> <p>[Analysis]</p>
55.	<p>To whom does Brutus refer when he says, "<i>Are yet two romans living such as these? The last of all the Romans fare thee well!</i>"?</p> <p>(a) Antony and Octavius</p> <p>(b) Cassius and Titinius</p> <p>(c) Pindarus and Lucius</p> <p>(d) Strato and Lucillius</p> <p>[Understanding]</p>

S.No	Questions
56.	<p>Select the option that shows the correct relationship between statements I and II.</p> <p>Statement 1: Brutus was a believer in the stoic philosophy.</p> <p>Statement 2: Brutus chose to take his life rather than face the humiliation of being taken captive.</p> <p>(a) Statement II illustrates Statement I. (b) Statement II contradicts Statement I. (c) Statement I is true, and Statement II is false. (d) Statement I is false, and Statement II is true.</p> <p style="text-align: right;">[Analysis]</p>
57.	<p>Cassius and Brutus make up their minds to die rather than be taken as prisoners. What trait of character is revealed in their behaviour?</p> <p>(a) Pride (b) Sadism (c) Resignation (d) Pessimism</p> <p style="text-align: right;">[Analysis]</p>

II: Short/Long Answer Questions (RTC) (16 Marks)

S.No	Questions
	POETRY
58.	<p>Read the following extract from the poem <i>The Haunted Houses</i> and answer the following question:</p> <p><i>The stranger at my fireside cannot see The forms I see, nor hear the sounds I hear; He but perceives what is; while unto me All that has been visible and clear.</i></p> <p>(a) How is the speaker's perception different from that of the stranger? [Understanding]</p> <p>(b) Who is 'I' in the above stanza, and who is referred to as 'he' in the third line of the stanza? Who is the present occupant of the house? [Understanding]</p> <p>(c) Why does the poet feel that all houses are haunted? [Understanding]</p> <p>(d) Give <i>any three</i> characteristic features of the phantoms as mentioned in the poem <i>Haunted Houses</i>. [Analysis]</p> <p>(e) Where in the house do we meet these phantoms? [Understanding]</p>

S.No	Questions
59.	<p>Read the extract given below from the poem <i>The Glove and The Lions</i> and answer the questions that follow:</p> <p><i>De Lorge's love o'erheard the King, a beauteous lively dame With smiling lips and sharp bright eyes, which always seemed the same; She thought, the Count my lover is brave as brave can be;</i></p> <p>(a) Which King is being referred to in the above lines? What did the lady do? What was the immediate cause that triggered her thought? [Recall & Understanding]</p> <p>(b) How did the Count react to her action? What did he do later? Why? [Recall, Understanding & Application]</p> <p>(c) Describe the fight between the lions in the pit. [Recall]</p> <p>(d) What message is the poet trying to convey through the poem? [Understanding & Application]</p> <p>(e) What does the glove symbolise for: (i) the Count (ii) the Lady How would you describe the Count's mood at the end of the poem? [Analysis & Evaluate]</p>
60.	<p>Read the extract given below from the poem <i>When Great Trees Fall</i> and answer the questions that follow:</p> <p><i>When great trees fall in forests, small things recoil into silence, their senses eroded by fear.</i></p> <p>(a) What effect does the falling of 'great trees' have on distant hills and animals in the jungle? [Recall]</p> <p>(b) Explain in your own words the line, '<i>small things ... eroded by fear</i>'. [Understanding]</p> <p>(c) How is one's memory affected by the death of a great soul? [Recall]</p> <p>(d) What analogy does Angelou use to describe the death of a great soul? Give <i>two reasons</i> to show that this analogy is appropriate. [Analysis & Evaluate]</p> <p>(e) Trace the stages of grief and coming to terms with the loss of a loved one that Maya Angelou describes in her poem <i>When Great Trees Fall</i>. [Analysis]</p>

S.No	Questions
61.	<p>Read the following extract from Robert Frost's poem <i>A Considerable Speck</i> and answer the questions that follow:</p> <p><i>When something strange about made me think, This was no dust speck by my breathing blown, But unmistakably a living mite With inclinations it could call its own.</i></p> <p>(a) What was strange about the speck that attracted the speaker's attention? What was it in reality? Describe the speaker's attitude towards the speck. [Recall & Understanding]</p> <p>(b) What made the speaker realise that the mite had a mind of its own as well as intelligence? Give three reasons to justify your answer. [Recall & Understanding]</p> <p>(c) Analyse the speaker's decision to let the mite live. What does this reveal about his character? [Analysis]</p> <p>(d) How would you evaluate the significance of the poem's ending? Why is the discovery of a 'display of mind' so important to the speaker? [Evaluate]</p> <p>(e) What is the central theme of the poem? How does the speaker's action illustrate the theme of the poem? If you have to give the poem a different title, what will it be? Give a reason for your answer. [Evaluate & Create]</p>
62.	<p>Read the extract from the poem <i>The Power of Music</i> and answer the questions that follow.</p> <p><i>He downs his horns and charges straight, with bellow answ'ring bellow. The strains of song are tossed and whirled by blast of brutal violence, And Bhisma Lochan grants the world the golden gift of silence.</i></p> <p>(a) In which season would one hear Bhisma Lochan Sharma singing? Where would one hear his voice? [Recall]</p> <p>(b) Give one reason to conclude that Bhisma was passionate about singing. How did people react when they heard his song? [Analysis]</p> <p>(c) How did animals react when they heard Bhisma Lochan Sharma? [Understanding]</p> <p>(d) After reading the poem, give any three characteristic features that you can associate with Bhisma Lochan Sharma. [Analysis]</p> <p>(e) How did the world get the golden gift of silence? Mention two ways in which music helps a person. [Understanding & Application]</p>

S.No	Questions
PROSE	
63.	<p>Read the following extract from Stephen Leacock's short story <i>With the Photographer</i> and answer the questions that follow:</p> <p><i>"The ears are bad," he said, "Droop them a little more. Thank you. Now the eyes. Roll them in under the lids. Put the hands on the knees, please, and turn the face just a little upward. Yes, that's better."</i></p> <p>(a) Describe the photographer's appearance. Why did he look at the author without enthusiasm? What impression did he get of the photographer? [Recall & Analysis]</p> <p>(b) Where did the photographer make the author sit? Describe the photographer's initial attempt to take a picture. [Recall & Understanding]</p> <p>(c) What instructions did the photographer give the author before taking his photograph? [Recall]</p> <p>(d) Which feature in the author's photograph had some resemblance to his face? How did the photographer offer to set this right? [Recall]</p> <p>(e) Comment on the photographer's retouching and altering of the author's photograph. Mention <i>one</i> modern-day equivalent of what the photographer attempted to do. Give one reason why the photographer's action was insensitive. [Analysis]</p>
64.	<p>Read the extract from the lesson <i>The Elevator</i> and answer the questions that follow:</p> <p><i>"Martin's father worked at home. He wanted to know why Martin was out of breath. "Why didn't you take the elevator?" he asked, frowning at Martin."</i></p> <p>(a) How old was Martin? On which floor did he live? What word would you use to describe Martin? [Recall & Analysis]</p> <p>(b) Why was Martin scared of using the elevator? [Recall]</p> <p>(c) Martin disliked using the staircase. Why? [Recall]</p> <p>(d) Martin met a strange person in the elevator one day. What did she do that scared Martin? What happened to Martin when he ran away after seeing her? [Recall]</p> <p>(e) Comment on the ending of the story, <i>The Elevator</i>. Identify <i>any two</i> elements of horror in the story. [Analysis]</p>

S.No	Questions
65.	<p>Read the following extract from Ama Ata Aidoo's short story <i>The Girl Who Can</i> and answer the questions that follow:</p> <p><i>"Like all this business to do with my legs. I have always wanted to tell them not to worry. I mean Nana and my mother. That it did not have to be an issue for my two favourite people to fight over. But I didn't want either to be told not to repeat that or it to be considered so funny that anyone would laugh at me until they cried."</i></p> <p>(a) Where does the story take place? What is the main conflict faced by the protagonist? [Recall]</p> <p>(b) Describe the relationship between Adjoa and her grandmother. Why was she made to feel inadequate? [Understanding]</p> <p>(c) Identify <i>three ways</i> Adjoa is shown to be an affectionate child in the story. [Understanding]</p> <p>(d) How did Nana's behaviour change from the time Adjoa was selected as a runner to represent her school at the district sports meet? How would you justify Nana's actions? [Recall & Analysis]</p> <p>(e) Adjoa won the cup for the best-all-round, athlete. What change did this bring about in Nana's perspective? How did the grandmother feel at the end of the story? Give a reason to justify your answer. [Analysis & Evaluate]</p>
66.	<p>Read the following extract <i>The Pedestrian</i> by Ray Bradbury, and answer the questions that follow:</p> <p><i>"... he [Mead] was alone in this world of A.D. 2053, or as good as alone, and with a final decision made, a path selected, he would stride off sending patterns of frosty air before him like the smoke of a cigar."</i></p> <p>(a) What was the thing that Leonard Mead 'most dearly loved to do'? [Recall]</p> <p>(b) Why did Mead switch to wearing sneakers when he went for a walk? [Understanding]</p> <p>(c) What are Mead's neighbours and fellow citizens doing when Mead is out walking? What can you conclude about Mead from this? [Recall & Analysis]</p> <p>(d) What reasons does Mead give for being out alone on the street at night? Why is this viewed with suspicion? [Recall & Analysis]</p> <p>(e) Where is Mead taken at the end of the story? Why is he taken to this place? If you had to describe this story in a single word, what word would you use? Give a reason for your choice of word. [Recall, Analysis & Create]</p>

S.No	Questions
67.	<p>Read the extract given below from <i>The Last Lesson</i> by Alphonse Daudet and answer the questions that follow:</p> <p><i>“I think, too, that I had never listened so carefully, and that he had never explained everything with so much patience.”</i></p> <p>(a) Who are ‘I’ and ‘he’ in the above extract? What kind of a teacher was ‘he’? [Recall & Evaluate]</p> <p>(b) Why was the lesson called ‘The Last Lesson’? [Recall]</p> <p>(c) What did ‘I’ notice that was unusual about the school that day? [Recall]</p> <p>(d) What is the mood in the classroom among the adults and the children in the story <i>The Last Lesson</i>? Give an alternative title to the story. [Analysis, Evaluate & Create]</p> <p>(e) What does this statement reveal about ‘I’? What kind of a pupil was the young boy earlier? What was the most important lesson he had learnt? [Analysis & Evaluate]</p>
DRAMA	
68.	<p>Read the following extract from <i>Julius Caesar</i> [Act III Scene I] and answer the questions that follow.</p> <p><i>Antony:</i> <i>Post back with speed, and tell him what hath chanc’d</i> <i>Here is a mourning Rome, a dangerous Rome,</i> <i>No Rome of safety for Octavius yet;</i> <i>Hie hence and tell him so. Yet, stay awhile;</i> <i>Thou shalt not back till I have borne this corpse</i> <i>Into the marketplace: there shall I try,</i> <i>In my oration, how the people take</i> <i>The cruel issue of these bloody men;</i> <i>According to which, thou shalt discourse</i> <i>To young Octavius of the state of things.</i> <i>Lend me your hand.</i></p> <p>(a) What instructions does Antony give the servant? [Recall]</p> <p>(b) Why does Antony say ‘Rome is dangerous’? Whom is it not safe for? Why? [Recall & Understanding]</p> <p>(c) Mention <i>any three</i> predictions that Antony makes when is left alone with Julius Caesar’s dead body. [Recall]</p> <p>(d) What was Brutus’ and Cassius’ opinion of Antony? Whose assessment about Antony was correct? Justify your answer. [Recall & Analysis]</p> <p>(e) What aspects of Antony’s character are revealed during Act III and Act IV? [Evaluate]</p>

S.No	Questions
69.	<p>Read the following extract from <i>Julius Caesar</i> [Act III Scene II] and answer the questions that follow:</p> <p><i>Antony:</i> <i>You all do know this mantle. I remember</i> <i>The first time ever Caesar put it on;</i> <i>'Twas on a summer's evening, in his tent,</i> <i>That day he overcame the Nervii.</i></p> <p>(a) Who were the 'Nervii'? Why does Antony mention the names of Cassius, Casca and Brutus as he shows the mob the mantle? [Recall & Understanding]</p> <p>(b) State <i>three arguments</i> put forward by Antony earlier to prove that Caesar was not ambitious. [Understanding]</p> <p>(c) Why does Antony refer to Brutus as well-beloved? Why was the stabbing of Caesar by Brutus referred to as the '<i>most unkindest cut of all</i>'? [Understanding & Application]</p> <p>(d) Mention <i>three ways</i> Brutus' speech differs from Antony's. [Evaluate & Analysis]</p> <p>(e) What characteristic of the mob is highlighted in this scene? State any two characteristic traits of Mark Antony revealed in this scene. Justify your answer by giving a suitable reason. [Analysis, Application & Understanding]</p>
70.	<p>Read the following extract from <i>Julius Caesar</i> [Act IV Scene III] and answer the questions that follow:</p> <p><i>Brutus:</i> <i>You wrong'd yourself to write in such a case.</i> <i>Cassius:</i> <i>In such a time as this it is not meet</i> <i>That every nice offence should bear his comment.</i></p> <p>(a) Where are Brutus and Cassius? Why does Brutus make the above statement? [Recall]</p> <p>(b) Immediately after this extract, what does Brutus accuse Cassius of? Why does he do so? How does Cassius react to it? [Recall & Understanding]</p> <p>(c) Later, in what context does Brutus remind Cassius of the Ides of March? How does Brutus express his distaste for accepting bribes? [Recall]</p> <p>(d) What reason does Brutus give for not being afraid of Cassius' threats later in the scene? What does he accuse Cassius of, then? What was Cassius' reply? [Understanding, Application & Recall]</p> <p>(e) Give <i>one</i> character trait to each of Cassius and Brutus, as revealed in this scene. Justify with the help of instances from the scene. [Analysis & Evaluate]</p>

S.No	Questions
71.	<p>Read the extract from <i>Julius Caesar</i> [Act IV Scene III] and answer the questions that follow:</p> <p><i>Brutus:</i> <i>Speak no more of her. Give me a bowl of wine.</i> <i>In this I bury all unkindness, Cassius[Drinks]</i></p> <p><i>Cassius:</i> <i>My heart is thirsty for that noble pledge.</i> <i>Fill, Lucius, till the wine o'erswell the cup,</i> <i>I cannot drink too much of Brutus' love.</i></p> <p>(a) Who is referred to as 'her' in the first line of the extract? What had she done? Why did she take that step? [Recall & Understanding]</p> <p>(b) How was Brutus related to the above lady? Why did he wish not to discuss the matter related to her? What does this tell us about his nature? [Recall, Understanding & Analysis]</p> <p>(c) Who comes to meet Brutus and Cassius immediately after the quoted lines? What news do they bring? [Recall]</p> <p>(d) Explain the term 'Triumvirate' in this context. Name the members of the Second Triumvirate. [Recall]</p> <p>(e) Brutus and Cassius had different ideas about how best to defeat the enemy. What were their strategies? Whose strategy was adopted? [Understanding]</p>

S.No	Questions
72.	<p>Read the following extract from <i>Julius Caesar</i> [Act V Scene III] and answer the questions that follow:</p> <p><i>Messala:</i> <i>Is not that he?</i></p> <p><i>Titinius:</i> <i>No, this was he, Messala,</i> <i>But Cassius is no more.—O setting Sun,</i> <i>As in thy red rays thou dost sink to night,</i> <i>So in his red blood Cassius' day is set,</i> <i>The sun of Rome is set! Our day is gone;</i> <i>Clouds, dew, and dangers come; our deeds are done!</i> <i>Mistrust of my success hath done this deed.</i></p> <p>(a) Where does this scene take place? What is the nature of the relationship that Titinius and Cassius shared? [Recall & Analysis]</p> <p>(b) Give <i>two words</i> that would best describe Titinius' mood in the given extract. Justify your choice of words. [Evaluate]</p> <p>(c) Earlier in Act V, Cassius shares some facts about himself with Messala – what are these facts? [Recall]</p> <p>(d) How did Cassius die? What were his dying words? [Recall]</p> <p>(e) What does the phrase, 'this deed' in the last line of the extract refer to? Explain in your own words what Titinius means by, '<i>Mistrust of my success hath done this deed</i>'. [Understanding]</p>

Answer Key

S.No	Expected Answers
1.	(d) Despair and depression.
2.	(c) peaceful
3	(a) harmless
4.	(d) Some are fields of sunlit corn (<i>simile</i>)
5.	(c) He bowed, and in a moment leaped among the wild lions.
6.	(b) The caged bird sings with a fearful trill. (<i>Auditory Imagery</i>)
7.	(d) Cruelty
8.	(b) (iv), (ii), (iii), (i)
9.	(b) shrinks
10.	(a) Statement 1 is true, and Statement 2 is false.
11.	(d) acceptance
12.	(c) the impact of the death of a loved one on those struggling to cope with the loss.
13.	(c) The fir trees dark and high. (<i>Visual Imagery</i>)
14.	(d) (iv), (iii), (i), (ii)
15.	(a) Statement II is the cause for Statement I.
16.	(b) The idea that every living being, no matter how small, has its own perspective and intelligence.
17.	(b) discordant.
18.	(c) turn upside down
19.	(d) chaotic situation
20.	(b) (i) and (iii)

S.No	Expected Answers
21.	(b) (iv), (ii), (iii), (i)
22.	(c) Insensitive
23.	(a) The house-roofs seemed to heave and sway.
24.	(c) Statement II is the cause for Statement I.
25.	(c) Claustrophobia
26.	(d) The lady had large fleshy cheeks, no chin and brown eyes.
27.	(b) Statement II is the cause of Statement I.
28.	(c) insensitive
29.	(d) Adjoa is proud of her abilities.
30.	(c) It empowers her and provides her a sense of identity.
31.	(c) Her mother's womb.
32.	(d) (i) & (iv)
33.	(b) He was married to a writer.
34.	(a) (1) and (2) are both true.
35.	(d) close to his home when the car appeared without warning.
36.	(c) Dystopian
37.	(c) While I nodded, nearly napping. <i>[Alliteration]</i>
38.	(a) (iv), (ii), (iii), (i)
39.	(d) Statement II is the cause for Statement I.
40.	(c) indifferent
41.	(b) eulogy
42.	(d) Broken pencils are pointless. <i>[Pun]</i>
43.	(b) Statement II is the cause for Statement I.

S.No	Expected Answers
44.	(d) irrational
45.	(d) Antony compares the conspirators' killing of Caesar to apes and hounds.
46.	(b) high-spirited fellow with ideas of his own.
47.	(d) he is a tried and valiant soldier.
48.	(b) they did not want to demoralise their troops.
49.	(a) stoicism
50.	(b) His voice is velvet. <i>[Metaphor]</i>
51.	(b) disdain
52.	(d) (i), (iii), (ii), (v), (iv)
53.	(a) filled with superstitious dread.
54.	(c) loyalty to Brutus
55.	(b) Cassius and Titinius
56.	(b) Statement II contradicts Statement I.
57.	(a) Pride

S.No.	Expected Answers
<p><i>The answers for Section II (RTC) are suggestive and should be appropriately elaborated upon based on the marking scheme mentioned.</i></p>	
58.	<p>(a) The speaker can hear the sounds and can see their forms as he can see the past, whereas the visitor/stranger can only perceive them as he can see the mortals. [1+1+1]</p> <p>(b) ‘I’ in the above stanza is the narrator. ‘He’ is the stranger by the fireside. The present occupant of the house is the narrator by the fireside. [1+1+1]</p> <p>(c) The poet feels that all houses are haunted: [1+1+1]</p> <ul style="list-style-type: none"> • as men have lived and died in them. • there is a connection between the world of spirits and the human world. • every soul that departs lingers on earth, revisiting favourite places. <p>(d) (Any three points) [1+1+1]</p> <ul style="list-style-type: none"> • They are harmless. • They are quiet. • They glide around as they go about their errands. • They leave impalpable impressions in the air. <p>(e) We meet them: (Any four points) [1+1+1+1]</p> <ul style="list-style-type: none"> • at the doorway. • on the stairs. • along the passageway. • in the illuminated hall. • at the table, sitting with the guests.

S.No.	Expected Answers
59.	<p>(a) King Francis. She dropped the glove in the pit where the lions were fighting. King Francis remarked that it was safer for them to be seated far above the pit than where the lions were fighting below. [1+1+1]</p> <p>(b) The Count bowed and, in a moment, leapt among the lions. His leap was swift, quick and returned even quicker. He threw the glove at the lady's face with anger. This reaction was because he understood her motives, which were not love but arrogance and vanity. [1+1+1]</p> <p>(c) The ferocious lions ramped and roared with horrid laughing jaws. They bit, they glared and tore into one another. Their blows were powerful, like beams, and the wind seemed to move alongside their paws. They rolled over each other, and their manes were covered with sand and blood. It was a savage fight, and bloody foam whisked through the air. [3]</p> <p>(d) Love needs no authentication and validation/ a true lover can never set the life of a beloved in any peril / Vanity comes before a fall. [3]</p> <p>(e) The Count: a challenge to prove his strength, valour, and chivalry. The Lady: a tool to seek the attention of all present/ her vanity. The mood of the Count was angry as he could see through the lady's cunning motive/ the lady's spell over him was broken/ proud of his valour. (any other plausible answer) [1+1+2]</p>

S.No.	Expected Answers
60.	<p>(a) On distant hills - rocks shudder Animals: lions crouch down, and elephants lumber to safety. [1+1+1]</p> <p>(b) small creatures withdraw into silence/ too terrified to make a sound. their senses are eaten up by fear/ overwhelmed at the magnitude of the loss. [1+1+1]</p> <p>(c) According to the poem, when affected by the death of a great soul, our memory:</p> <ul style="list-style-type: none"> grows suddenly sharp. revisits in vivid detail past encounters. recalls promises made but not fulfilled. [1+1+1] <p>(d) The death of a great soul has been compared to the fall of an old, great tree. Reasons:</p> <ul style="list-style-type: none"> far reaching effect -affects the entire neighbourhood/ landscape. Great soul nurtures lives like a great tree does. (any other plausible answer) [1+2] <p>(e) Stages are: (Any four)</p> <ul style="list-style-type: none"> shock fear/ denial regret/ remorse sense of loss acceptance [1+1+1+1]

S.No.	Expected Answers
61.	<p>The speaker felt it was not a speck of dust blown over by his breath. In reality, it was a living mite, having its own feelings and decision-making power. His attitude was one of curiosity and wonder, leading to a broad reflection on life and existence. [1+1+1]</p> <p>(b) Three instances of the mite having its intelligence:</p> <ul style="list-style-type: none"> • The mite had stopped running as if frightened by the speaker's pen. • Again, they started running wildly and came up to the place on the paper where the ink had not yet dried, and it stopped. • Drank and smelt the ink but with a feeling of intense dislike and turned again to move. [3] <p>(c) It reveals the speaker's appreciation for life in all forms and sizes. It also shows empathy. <i>(Personal Response- Accept any plausible answer, such as—highlighting his ability to find significance in what others might consider insignificant)</i> [2+1]</p> <p>(d) The speaker feels delighted in finding intelligence and thought in unexpected places. He appreciates the display of mind in any written text highlighting life and reality. It affirms the presence of consciousness and life's value beyond size and appearance. [2+1]</p> <p>(e) The importance of the human faculty of mind, its imagination and creativity. He gives importance to the intelligence displayed by the mite and refrains from killing it. <i>(Personal Response- Accept relevant/creative titles with a plausible justification for the answer.)</i> [1+1+2]</p>

S.No.	Expected Answers
62.	<p>(a) One would hear Bhisma Lochan Sharma singing during summer. They would hear his voice:</p> <ul style="list-style-type: none"> • on the hill. • on plains from Delhi to Burma. [1+1+1] <p>(b) He was not bothered about people's reactions and sang as if his life depended on it. When people heard his songs they became: (any two)</p> <ul style="list-style-type: none"> • dazed. • became pale and sickly. • retired amazed. • they begged him to stop. [1+1+1] <p>(c) Reaction of the animals:</p> <ul style="list-style-type: none"> • the bullock carts overturned. • horses lined the roadside/they whine and stare with feet in the air. • the fishes dive below the lake in search of silence. [1+1+1] <p>(d) Characteristic features associated with Bhisma Lochan Sharma:</p> <ul style="list-style-type: none"> • determined • stubborn • not bothered about others' opinions/ unconcerned. [1+1+1] <p>(e) According to the poem, the world got the golden gift of silence:</p> <ul style="list-style-type: none"> • the goat • attacked Bhisma Lochan Sharma <p>Two ways in which music helps: (any two)</p> <ul style="list-style-type: none"> • soothes the mind. • reduces pain and anxiety. • improves one's cognitive power. [2+2]

S.No.	Expected Answers
63.	<p>(a) The photographer was a drooping man in a gray suit, with the dim eye of a natural scientist.</p> <p>He didn't like the face of the author.</p> <p>The impression that he got was that the photographer was an unprofessional man/ rude/ unemotional. <i>(any other relevant point)</i> [1+1+1]</p> <p>(b) He made the author sit in a beam of sunlight filtered through a sheet of factory cotton hung against a frosted skylight.</p> <p>The photographer crawled under the cloth draped over the machine, remained inside for a second, but came out again, tearing at the cotton sheet. [1+2]</p> <p>(c) <i>(Any three instructions)</i>: to droop his ears a little more, roll his eyes under the lids, request to put his hands on his knees, turn his face a little upward, expand the lungs, contract the waist, hump the neck and twist the hip up toward the elbow</p> <p>(d) The ears had some resemblance.</p> <p>The photographer offered to set it right:</p> <ul style="list-style-type: none"> • with the process, the sulphide • by removing the ears entirely [1+2] <p>(e) manipulative/ insensitive/ commercial/ body shaming <i>(any other)</i></p> <p>Promotes unrealistic beauty standards.</p> <p><i>(Personal Response question/ any plausible reason)</i> [2+1+1]</p>

S.No.	Expected Answers
64.	<p>(a) -Twelve year old boy -He lived on the seventeenth floor -scared/ coward/ claustrophobic/unhappy. [1+1+1]</p> <p>(b) <i>Any three points:</i></p> <ul style="list-style-type: none"> • It could carry only three people and he was scared of confined spaces. • There was poor lighting. • The elevator walls were dirty. • The door never stayed open for a long time and slammed shut with a loud clanging noise. • He was scared that it would stop suddenly and he would be trapped. • He was scared that it would fall. [1+1+1] <p>(c) There were no windows. The lights did not work. The footsteps echoed on the cement as though someone was following him. [1+1+1]</p> <p>(d) She continuously stared at him with her blue, piggy eyes. She breathed loudly as she stared at him. One day, seeing her in the elevator, Martin ran down the stairs, fell and fractured his leg. [1+1+1]</p> <p>(e) <u>Personal response such as:</u> Suspenseful/ cliff-hanger/ open-ended Elements of horror: (<i>any two – accept other plausible responses</i>)</p> <ol style="list-style-type: none"> 1. The woman trapping Martin in the elevator 2. The woman stopping the elevator between floors 3. The sinister smile on the woman's face at the end of the story [2+2]

S.No.	Expected Answers
65.	<p>(a) Hasodzi, a village in Ghana. Her struggle with self-acceptance due to her thin legs, which are considered undesirable by her grandmother and some others in the community. [1+2]</p> <p>(b) Complex relationship with her grandmother, who is critical of her thin legs. She worries that Adjoa's very existence will be a failure if she cannot become a mother when she grows up. However, Adjoa still likes her.</p> <p>Cultural standards of beauty made her despise her legs and hips. [2+1]</p> <p>(c) Always wanted to tell her mother and grandmother not to worry about her legs/ not to fight over the issue concerning her legs/liked her grandmother despite being continuously criticised for her thin legs. [3]</p> <p>(d) Nana began to wash and iron Adjoa's school uniform/started accompanying her to the town to participate in the district-level sports meet/began to realise Adjoa's potential and supported her. [2+1]</p> <p>(e) Change in her perception about women's role in life/ a woman's success is not restricted to giving birth to a child/ belief in new possibilities and potential in Adjoa's future/ started thinking beyond patriarchal societal norms.</p> <p>Overwhelmed with happiness/proudly carried the trophy on her back. [2+2]</p>

S.No.	Expected Answers
66.	<p>(a)</p> <ul style="list-style-type: none"> To step out into the silent city street. on a misty November/ winter night. and walk through the silent street. [1+1+1] <p>(b)</p> <ul style="list-style-type: none"> when he wore hard heels, squads of dogs would run alongside. barking loudly. the noise would startle/ disturb fellow residents/ they would turn on the lights and stare at him curiously. [1+1+1] <p>(c)</p> <ul style="list-style-type: none"> watching TV in their homes - Channel 4/ Channel 9. TV shows such as Quiz/ revues/ comic programmes/ cowboys. Personal Response: Mead was different/ did not conform/ enjoyed being alone with his thoughts etc. [1+1+1] <p>(d)</p> <ul style="list-style-type: none"> he enjoyed walking/ just walking. walking for air/ to see. everyone was content to stay home and watch TV/ conform to expectations. Mead was the lone figure out walking- aberrant behaviour arouses suspicion. [1+1+1] <p>(e)</p> <ul style="list-style-type: none"> The Psychiatric Centre for Research on Aberrant Behaviour His behaviour was considered abnormal/ aberrant. He chose to be different from the others Personal Response: Dystopian/ Dark/ Depressing/ Disturbing Personal Response: The story describes a world where everyone is expected to conform/ behave like everyone else. No freedom. [1+1+1+1]

S.No.	Expected Answers
67.	<p>(a) 'I' is Franz, and 'he' is M. Hamel. The teacher was passionate about teaching/ cared about his students/preserved the French language and culture/and was committed to students. [1+1+1]</p> <p>(b) It was the last French lesson to be taught/ the town had been taken over by the Germans/ They had forbidden the teaching of French in school/ The official order was to teach only German in the school of Alsace and Lorraine and it was the last chance for the students to learn their language-French. [3]</p> <p>(c) Usually, there was a great bustle and noise which could be heard on the street, but that day, it was silent/there was no opening or closing of desks/ his classmates were already in their places/ elders were sitting in the back row/ the teacher's great ruler instead rapping on the table was under his arm. [3]</p> <p>(d) Mood in the classroom: resentment/ nostalgic/ sorrowful/ anger/ restless/ uncomfortable/ disturbed (<i>any other plausible answer</i>)</p> <p>Alternate title: (<i>accept any plausible answer</i>) [3]</p> <p>(e) What the statement revealed about Franz: emotional/ realisation that this was his last lesson/ patriotic feelings were aroused/ regret why he was not serious earlier.</p> <p>As a young boy earlier, he did not keep up with his lessons/he preferred remaining out in the woods.</p> <p>Important lesson he had learnt: (<i>Personal Response</i>) -the value of true education/value of mother tongue/ valuable knowledge support in times of crisis. [2+1+1]</p>

S.No.	Expected Answers
68.	<p>(a) Antony gave the following instructions to the servant:</p> <ul style="list-style-type: none"> • Ride back and tell Octavius what had happened. • Warn him that it was dangerous to enter Rome. • Tell him to wait a while before coming. • Antony needed the servant's help to carry Julius Caesar's body to the pulpit. He was about to address the Roman public, and he hoped to change the public opinion of Julius Caesar and that of the conspirators. [3] <p>(b) Antony uses the phrase. Rome is dangerous as Julius Caesar had been assassinated, and there was chaos and panic.</p> <p>It was not safe for Octavius Caesar as he was Julius Caesar's nephew and heir.</p> <p style="text-align: right;">[1+2]</p> <p>(c) Three predictions:</p> <ul style="list-style-type: none"> • A curse will light upon the limbs of men. • Domestic fury and civil war will break out in Italy. • Violence and bloodshed will become commonplace. [1+1+1] <p>(d) Brutus considers Antony harmless, more interested in sports, and calls him just a limb of Caesar, allowing him to speak after him. Cassius considered him dangerous and was annoyed with Brutus for giving him permission to speak at the Forum.</p> <p>Cassius' assessment of Antony was right. With his speech, he was able to sway the public opinion to be sympathetic to Julius Caesar and rise in mutiny. [1+1+1]</p> <p>(e) Antony portrays himself to the Roman public as a caring person who is upset /sad that Julius Caesar, his friend, was assassinated for no fault of his.</p> <p>Later we see a ruthless and arrogant side of him. He has no problem that his nephew is to be killed and compares Lepidus to a horse and an ass. [2+2]</p>

S.No.	Expected Answers
69.	<p>(a) A Gallic tribe, Caesar had won against them.</p> <p>Antony mentioned the names of Cassius, Casca and Brutus as he showed the mob the mantle to stir the emotions of the crowd, win the mob to his side, made the citizens realise using antithesis, incited them to take revenge. [1+2]</p> <p>(b) Three arguments by Antony:</p> <ul style="list-style-type: none"> • Caesar had brought home captives after every war /ransoms/ filled the state treasury. • cried with the poor, seeing their miserable state. • refused to accept the crown thrice on the feast of Lupercal. [3] <p>(c) It was a sarcastic remark as Brutus had betrayed Caesar.</p> <p>The stabbing of Caesar by Brutus was referred to as the ‘most unkindest cut of all’ as it hurt Caesar the most as he was stabbed by his loyal and dear friend; ingratitude killed Caesar more than the blow and broke his heart. [1+2]</p> <p>(d) Brutus- speaks facts and gives reason, appeals to the minds of the people, has no emotional connection, is blunt, forthright, honest, and tells facts as they are.</p> <p>Antony- based on a few facts, replete with rhetorical devices, moves the hearts of the people, emotional connect, skilfully manipulates. [3]</p> <p>(e) Characteristic of the mob:</p> <ul style="list-style-type: none"> • fickle-minded • loyal and committed friend to Caesar, shrewd politician, a powerful orator • (Any other personal response) [1+2+1]

S.No.	Expected Answers
70.	<p>(a) In Brutus' tent, Sardis.</p> <p>Earlier a letter of recommendation was sent by Cassius favouring Lucius Pella/ he was accused of taking bribes from the people of Sardis. [1+2]</p> <p>(b) Brutus accused Cassius of having an 'itching palm'.</p> <p>He had sold high official positions / to undeserving people for gold. Cassius gets hysterical with rage, anger / threatens to kill / furious/shocked. [1+1+1]</p> <p>(c) Brutus reminds Cassius that they had murdered Caesar for justice to the Romans / not one was a villain who killed Caesar for any other reason/ they killed him not to support dishonest men or robbers / why should they now take bribes and disgrace themselves.</p> <p>He prefers to be a dog and howl at the moon than be a Roman who takes bribes. [2+1]</p> <p>(d) Brutus' honesty is like a strong armour/ Cassius' threats pass by as powerless wind of which he does not take any notice.</p> <p>Brutus had asked for some gold(money), which, according to him, Cassius had denied.</p> <p>Cassius replied that he had not denied and that it was a false accusation. [1+1+1]</p> <p>(e) Brutus- dignified/ rude/ insulting/ rash, ill-tempered/ dominating/ illogical while taking practical decisions/ kind and gentle master/ filled with pity and compassion (Portia's death)/ loving husband.</p> <p>Cassius- clever/ practical/ emotional/ farsighted/ repents having provoked Brutus/ doesn't want to lose Brutus' friendship or genuine love for Brutus. [2+2]</p> <p><i>[The justification should match the character trait]</i></p>

S.No.	Expected Answers
71.	<p>(a) Her: Portia She committed suicide by swallowing burning coal. Brutus' absence and the growing power of Mark Antony and Octavius had led her to this. [1+1+1]</p> <p>(b) Portia is his wife. He is overwhelmed with grief and felt he needed to concentrate on the war. This shows his stoic in nature. [1+1+1]</p> <p>(c) Messala and Titinius. The news was that a hundred senators had been put to death. Cicero being one of them. [1+2]</p> <p>(d) A group of three people who ruled Rome.</p> <ul style="list-style-type: none"> • Mark Antony • Octavius Caesar • Lepidus. [1+1+1] <p>(e) Cassius- a good strategist: He felt they should wait for Mark Antony and Octavius to march with their army to Sardis. Their soldiers will be rested and will be able to fight better. Brutus- not a good strategist: He felt that if Mark Antony and Octavius Caesar marched towards Sardis from Philippe, their sympathisers may join the army, thus increasing their strength and making it difficult to defeat them. Brutus' strategy was adopted. [3+1]</p>

S.No.	Expected Answers
72.	<p>An elevated spot overlooking the battlefield at Philippi.</p> <p>Titinius and Cassius were best of friends and fellow soldiers. [1+1+1]</p> <p>(b) (Personal response question: accept any plausible words such as, 'defeated', 'despair', 'sorrowful', 'guilt/remorse'. Accept plausible explanation for the same.) [2+1]</p> <p>(c) It was his birthday. He was being forced to go against his better judgement in this battle and compelled to risk their liberties in just one battle. He had always been an Epicurean – dismissive of superstitions and omens beliefs, but now he was inclined to believe in them. [1+1+1]</p> <p>(d) Assisted suicide/ Pindarus stabs him on Cassius' insistence.</p> <p><i>"Caesar, thou art revenged Even with the sword that killed thee."</i> [1+2]</p> <p>(e) Cassius' death.</p> <p>Cassius asks his friend Titinius to ride to the camp to see if the troops there friend or enemy are. Pindarus watches the progress of Titinius and mistakenly believes that he has been surrounded and taken captive. He reports this to Cassius. Cassius believing that he had sent his friend to his death asks Pindarus to kill him. [1+3]</p>



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