

SECTION-A (Reading Skills)

1. Discursive passage

(i) To highlight richness of world's cultures.

To play essential role of inter-cultural dialogue for achieving peace and sustainable development.

(ii) (d) - highlighting the real world of cultural and creative sector at generating social cohesion and educational resource during an international emergency.

(iii) Draw upon creative potential of world's diverse cultures, engage in continuous dialogue to ensure that all members of society benefit from sustainable development.

(iv) A positive/appreciative/optimistic statement that highlights/emphasizes on the advantages of a cultural diversity rather than viewing it as a cause of undermining the situation/cultural diversity is dispensable for poverty reduction/cultural diversity important for sustainable development

(any other relevant response for tone must be accepted)

(v) (b) -1 mark to be awarded to each child. There is error in the spelling of the word 'disparate' which changes the meaning of the word completely

(vi) (c) - (D & E) essential and intrinsic Urgent and crucial

(vii) The resolution on cultural and sustainable development, affirming culture's contribution to the three dimensions of sustainable development.

(viii) Bridging the gap between culture

2. Case-based factual passage

(i) - Overcome social status hierarchy associated with vocational education.

- integration into mainstream education

- revision and revamping of all aspects of education

- aligning aspirational goals of 21st century with education system (Any two points)

(ii) An Opinion/a subjective judgement (the combination has to be correct.)

(iii) (c) - minimum 50% learners shall have exposure to vocational education

(iv) It will allow other schools to use the facility of skill labs

(v) Dignity of labour/labour/artisanship

(vi) South Korea - any appropriate reason related to South Korea

(vii) (a) - middle and secondary school

(viii) any one relevant point from below -

- child will learn at least one skill

- understand dignity of labour

- appreciate Indian Arts & Artisanship

SECTION-B

(Grammar And Creative Writing Skills)

3. (i) explains

(ii)

Error	Correction
interestingly	interesting

(iii) Raashi asked Ratul what challenges he had faced while volunteering

(iv) (a) - he had been overloaded with assignments

(v) it

(vi) offer

(vii) (c) - youth

(viii) (a) - feeling

(ix) he had recently/just got a haircut

(x) (d) - has been awarded

(xi) (a) - reflect

(xii) in → to

4. (A) Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted]

- Drawing the attention of the Commissioner of Traffic Police:

- Fatal accidents due to reckless driving and road rage

- Need for stricter action against offenders
- Need for use of social media to raise awareness
- Implications of irresponsible driving

OR

(B) Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted]

- Drawing the attention of the editor
- Half marathon to raise funds for an orphanage (Koshish)
- Need to sensitise school children
- Emphasis on participation of school children in such programs
- Benefits of community service/participation

5. Any one from (A) or (B) to be attempted

(A) Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted]

- Comparisons between the different stages of a butterfly
- Drawing conclusions wherever required

Same for the Visually challenged students

OR

(B) Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted]

- Analysis of hobbies taken up by boys vs. those taken up by girls
- Drawing inferences wherever required.

SECTION-C

(Literature)

6. (A) (i) - Mandela felt happy because of his role in ending Apartheid in South Africa.

- He was overwhelmed remembering all the past events.

(ii) (b) recognises the rights and freedom of all people

(iii) - A system of racial domination / segregation against the darkskinned people in their own land.

- One of the harshest and most inhuman societies of the world.

(iv) Appeased/repaid/mended

(Or any other appropriate word/phrase should be accepted)

OR

(B) (i) - Anne- sensitive girl/emotionally attached to grandmother.

(Or any other appropriate word/phrase should be accepted)

(ii) (c) - Montessori Nursery School

(iii) Anne's teacher in sixth form and Headmistress.

Both had relationship based on love and respect.

(iv) Emotional/poignant/painful

(Or any other appropriate word/phrase should be accepted)

7. (A) (i) - Zoo- stalks in his cage/forced to be quiet

- Forest- moves majestically wherever he wants/snarls and terrorises the village.

(Any one point from the above)

(ii) Tiger- naturally powerful, free and ferocious (Any one point/ any other suitable word/phrase is acceptable)

(iii) - In his vivid stripes, pads of velvet quiet, in his quiet rage (Any two of these images with elaboration to be accepted)

(iv) Suppressed anger

OR

(B) (i) (b) - sympathetic, understanding the depth of the boy's loss

(ii) Ball is a metaphor for possessions/childhood innocence

(iii) loss of the ball- moment of transition from childhood to maturity/ memories of childhood flashed in front of his eyes. (Reference- 'senses his first responsibility', 'he is learning')

(iv) - Journey from innocence to maturity/ youth to adulthood

- Realisation/learning- loss is inevitable, he will lose things,

- replace them but never be able to buy back the thing he has lost.

8. (i) - Mood- depressed/ hopeless. (Any other appropriate word can be accepted)

- Images- 'hemlock tree' and 'crow'.

(ii) Positive attitude can help individuals see opportunities where others see problems.

(iii) - sharp teeth, spikes on top of him and scales underneath.

- mouth was similar to a fireplace and nose was like a chimney.
- daggers on his toes. (any two points)
- (iv) - Human beings incapable of seeing inner beauty.
- Only God sees beyond external beauty.
- (v) - Death brings grief and suffering
- It treats everyone equally
- Death takes away material possessions, power and privilege
- One should not be controlled by desires and material possessions. (any two points)

9. (i) - lawless person.

- committed many crimes.
- misused his discovery (any two points)
- (ii) - Bholi refused to marry the man demanding dowry
- proud to see Bholi take a stand for herself/transform into a confident person.
- (iii) - The diamond necklace borrowed was fake
- Lost her beauty / wasted her youth and money
- suffered (any two points)

10. (i) Differences-

- A Baker from Goa- freedom is a reality,
- Nelson Mandela- freedom is an illusion.
- Commonalities-
- both talk about freedom of childhood
- carefree existence
- innocence of childhood. (any three points)

(ii) Anne to Amanda:

- stop fantasising
- do what you want
- face situations head on

Amanda to Anne:

- strive for freedom
- live your life
- create your own space
- keep dreaming (be optimistic) (any three points, at least one from each side)

11. (i) - woman in red pretends to be lady of the house (mannerisms, gestures, language were sophisticated)

- Horace trusted, opened safe (didn't inform police)
- She took away all jewels.

(ii) Hari Singh returns after regretting stealing money from Anil.