

Competency-based education for CBSE

Item Bank:

English Class 9

September 2021

Introduction for teachers

A bank of resources has been created to support teachers to develop and administer end-of-class tests. These resources should be used together. You can view and download the following resources from <http://cbseacademic.nic.in>

- Learning ladder for English
- Assessment specification for English
- Sample lesson plans

This document is a compilation of the sample items for English class 9. There are 103 items.

This item bank is supported by the assessment specification which sets out the end-of-class assessment requirements and the learning ladder for the subject which maps the CBSE syllabi content to the NCERT curriculum. The item index (page 6) shows how each item maps to the learning ladder content and the assessment objectives.

What these assessment items can be used for

You can use the bank of questions in whatever way you wish but three main purposes have been identified:

- Create end-of-class assessments using the items from the bank to meet the requirements set out in the assessment specifications.
- Create end-of-topic tests using the items from the bank for when you finish teaching a topic.
- Use individual or groups of questions from the bank to create or add to worksheets for use in class and for homework.

What is in this document

You will find linked questions and single questions which cover different aspects of the learning ladder content and different assessment objectives. You can use these questions to create your own assessments.

Each item in this document begins with the metadata (see Figure 1). The metadata gives details of the content, assessment objective coverage and the number of marks.

There is then a section showing any source material needed followed by the questions themselves and finally the mark scheme for the questions.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|-----------|
| English | 9 | English9AM2 | Kathmandu |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9AM2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Figure 1: Example of metadata

How to use the assessment items

You can peruse the bank of items by flicking through this document and selecting questions you wish to use. However, if you are assessing specific content then you can use the learning ladder to identify this content and then use the item index (page 6) to find any items which cover that content.

Please note that not all of the content will have items. The item bank is only a sample of the questions which could be created so it may be necessary for you to write questions of your own to fill gaps.

When you find a relevant assessment item in this document, you can copy and paste the question(s) and any source material into a new Word document which will form the assessment or worksheet. Other questions from the bank can be copied and pasted to this document and an assessment or worksheet covering a range of items created. The questions can then easily be edited in the new document using Word and you can add any questions you write to best meet the needs of your classes.

Once the questions have been pasted into the new document the numbering of the items can be changed so that they run through 1, 2 etc. There should be no need to change the numbering of parts (a), (b) etc unless a question has been deleted.

You can create the mark schemes in the same way by copying the relevant section of the item documents and pasting them into a separate Word document which will form the mark scheme. Again, the question numbering will need to be amended. You can use these mark schemes to make sure that the marking is standardised, particularly if more than one teacher uses the assessment.

When creating an end-of-class test the teacher should use the assessment specification to identify the number of marks and questions needed, the balance of content to be covered and the weighting of the assessment objectives needed. You can then select items from the bank to build a test that meets the assessment specification and then order these in a logical manner so that it allows the students to work through the assessment. You should also add a front page with the assessment name and details of the number of marks and the length of the

assessment. Again, the mark scheme can be created at the same time and question numbers will need to be amended.

When copying items from the bank care needs to be taken to keep the format and style of the items consistent including the spacing and layout and ensuring that the number of marks available for each question is clearly linked to the question.

Assessment objectives

This document sets out the assessment objectives for CBSE English reading and their percentage weighting for the CBSE end of year tests for the different classes from VI to X. For classes IX and X it includes both the reading and the literature assessments.

| No. | Description of Assessment Objective | Class | | | | |
|------------|---|-------|-------|-------|----|----|
| | | VI | VII | VIII | IX | X |
| AO1 | Show understanding of explicit meanings | 40-48 | 40-48 | 40-48 | 23 | 23 |
| AO2 | Show understanding of implicit meanings and perspectives | 40-48 | 40-48 | 40-48 | 23 | 23 |
| AO3 | Comment on the effect of writers' use of language and structure | - | - | - | 27 | 27 |
| AO4 | Communicate a personal response to texts [what is read], supported by textual reference | 12-16 | 12-16 | 12-16 | 27 | 27 |

Item Index

| File name | Question ID | AO1 | AO2 | AO3 | AO4 | Text type | Source description |
|------------------------------|---------------|-----|-----|-----|-----|---|--|
| English9JV4 | English9JV41a | 1 | | | | Text A information Advertisement | California Almonds - Almonds Lifecycle |
| | English9JV41b | 2 | | | | | |
| | English9JV42 | | 2 | | | | |
| | English9JV43 | | | 1 | 1 | | |
| | English9JV44 | 4 | 4 | | | | |
| English9NNS3 | ENGLISH9NNS3a | 1 | | | | Text A information Advertisement | Introduction of Maggi in the Indian Market |
| | ENGLISH9NNS3b | 2 | | | | | |
| | ENGLISH9NNS32 | | 2 | | | | |
| | ENGLISH9NNS33 | | | 1 | 1 | | |
| | ENGLISH9NNS34 | 4 | 4 | | | | |
| English9PM4 | English9PM41a | 1 | | | | Text A information Magazine article | The Times New York Magazine The Woman Who Made van Gogh |
| | English9PM41b | 2 | | | | | |
| | English9PM42 | | 2 | | | | |
| | English9PM43 | | | 1 | 1 | | |
| | English9PM44 | 4 | 4 | | | | |
| English9SO3 | English9SO3a | 1 | | | | Text A information Magazine article | The Other Side of Fear |
| | English9SO3b | 2 | | | | | |
| | English9SO32 | | 2 | | | | |
| | English9SO33 | | | 1 | 1 | | |
| | English9SO34 | 4 | 4 | | | | |
| English9AM3 | English9AM31a | 1 | | | | Text A information Magazine article | Becoming a free nation |
| | English9AM31b | 2 | | | | | |
| | English9AM32 | | 2 | | | | |
| | English9AM33 | | | 1 | 1 | | |
| | English9AM34 | 4 | 4 | | | | |
| English9JV1 | English9JV1a | 1 | | | | Text A information Newspaper article | A radio museum in Bengaluru where every exhibit still works |
| | English9JV1b | 2 | | | | | |
| | English9JV2 | | 2 | | | | |
| | English9JV3 | | | 1 | 1 | | |
| | English9JV4 | 4 | 4 | | | | |
| English9NS11 | English9NS11a | 1 | | | | Text A information Speech transcript | Go Kiss the World |
| | English9NS11b | 2 | | | | | |
| | English9NS12 | | 2 | | | | |
| | English9NS13 | | | 1 | 1 | | |
| | English9NS14 | 4 | 4 | | | | |
| English9NB1 | English9NB1a | 1 | | | | Text A information Webpage | Scientists create edible food packaging films from seaweed |
| | English9NB1b | 2 | | | | | |
| | English9NB12 | | 2 | | | | |
| | English9NB13 | | | 1 | 1 | | |
| | English9NB14 | 4 | 4 | | | | |
| English9BR1 | EnglishBR1a | 1 | | | | | |

| | | | | | | | |
|------------------------------|----------------|---|---|---|----|---|--|
| | EnglishBR1b | 1 | | | | Text B prose/literary non-fiction Autobiography | Extract from The Story Of My Life |
| | EnglishBR12a | | 1 | | | | |
| | EnglishBR12b | | 2 | | | | |
| | EnglishBR13 | | | 5 | 5 | | |
| English9BR3 | English9BR3 | 2 | 3 | | 10 | Text B prose/literary non-fiction Novel | The Sound of Music Part 1 - Evelyn Glennie listens to sound without hearing it |
| English9SS1 | English9SS11a | 1 | | | | Text B prose/literary non-fiction Novel | Excerpt from novel – The Glass Castle |
| | English9SS11b | 1 | | | | | |
| | English9SS12a | | 1 | | | | |
| | English9SS12b | | 2 | | | | |
| | English9SS13 | | | 5 | 5 | | |
| English9NNS2 | English9NNS2 | 2 | 3 | | 10 | Text B prose/literary non-fiction Novel | Packing (by Jerome K. Jerome) |
| English9SAK3 | English9SAK3a | 1 | | | | Text B prose/literary non-fiction Novel | Ancient Centres of Learning |
| | English9SAK3b | 1 | | | | | |
| | English9SAK32a | | 1 | | | | |
| | English9SAK32b | | 2 | | | | |
| | English9SAK33 | | | 5 | 5 | | |
| English9JV2 | English9JV2 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | The Fun They Had – Beehive Reader |
| English9NS5 | English9NS5 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | If I were You- Beehive Reader |
| English9PM5 | English9PM5 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | The Little Girl |
| English9MH2 | English9MH2 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | A Truly Beautiful Mind |
| English9JSM2 | English9JSM2 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | The Bond of Love |
| English9AM2 | English9AM2 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | Kathmandu |

| | | | | | | | |
|------------------------------|---------------|---|---|----|----|--|--|
| English9SK3 | English9SK3 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | The Adventures of Toto |
| English9SM1 | English9SM1a | 1 | | | | Text B prose/literary non-fiction Short story | I am Malala |
| | English9SM1b | 1 | | | | | |
| | English9SM12a | | 1 | | | | |
| | English9SM12b | | 2 | | | | |
| | English9SM13 | | | 5 | 5 | | |
| English9SAK2 | English9SAK2 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | The Happy Prince |
| English9NB3 | English9NB3 | 2 | 3 | | 10 | Text B prose/literary non-fiction Short story | The Snake and the Mirror |
| English9MH1 | English9MH1a | 1 | | | | Text B prose/literary non-fiction Travel writing | Travel Blog |
| | English9MH1b | 2 | | | | | |
| | English9MH12 | | 2 | | | | |
| | English9MH13 | | | 1 | 1 | | |
| | English9MH14 | 4 | 4 | | | | |
| English9BR2 | English9BR21a | 1 | | | | Literature Poetry | Wind |
| | English9BR21b | 2 | | | | | |
| | English9BR22 | | 2 | | | | |
| | English9BR23 | | | 10 | | | |
| English9NB2 | English9NB21a | 1 | | | | Literature Poetry | The Legend Of the Northland |
| | English9NB21b | 2 | | | | | |
| | English9NB22 | | 2 | | | | |
| | English9NB23 | | | 10 | | | |
| English9SS2 | English9SS21a | 1 | | | | Literature Poetry | No Men Are Foreign |
| | English9SS21b | 2 | | | | | |
| | English9SS22 | | 2 | | | | |
| | English9SS23 | | | 10 | | | |
| English9JSM1 | English9JSM1a | 1 | | | | Literature Poetry | A Snake Trying |
| | English9JSM1b | 2 | | | | | |
| | English9JSM12 | | 2 | | | | |
| | English9JSM13 | | | 10 | | | |
| English9PM6 | English9PM61a | 1 | | | | Literature Poetry | Rain on the Roof |
| | English9PM61b | 2 | | | | | |
| | English9PM62 | | 2 | | | | |
| | English9PM63 | | | 10 | | | |
| English9NNS1 | English9NNS1a | 1 | | | | Literature Poetry | The Duck and the Kangaroo by Edward Lear |
| | English9NNS1b | 2 | | | | | |
| | English9NNS12 | | 2 | | | | |
| | English9NNS13 | | | 10 | | | |



| | | | | | | | |
|-------------|---------------|---|---|----|--|-------------------|--------------------|
| English9JV3 | English9JV31a | 1 | | | | Literature Poetry | The Road Not Taken |
| | English9JV31b | 2 | | | | | |
| | English9JV32 | | 2 | | | | |
| | English9JV33 | | | 10 | | | |

English9JV4

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 9 | English9JV4 | Text A- Information Advertisement Title: California Almonds - Almonds Lifecycle |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9JV41a | 1 | | | | 1 |
| English9JV41b | 2 | | | | 2 |
| English9JV42 | | 2 | | | 2 |
| English9JV43 | | | 1 | 1 | 2 |
| English9JV44 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language. Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source(s):

Text A

Title: California Almonds - Almonds Lifecycle

The text explores the journey of California Almonds right from the orchards of California to the palate of an almond lover

Crunching into an almond, it's hard to imagine the journey that little nut took to make its way to your mouth. Grown in California's ideal Mediterranean climate, almond

farming is a long-term commitment. Orchards generally produce for 25 years, yielding their first crop three years after planting.

5 From November to January, almond trees go through a period of dormancy, losing their leaves and chilling out in California's cool, wet winters. Towards the end of dormancy, buds begin swelling on each tree's branches in preparation for bloom.

10 Between mid-February and mid-March, almond tree buds burst into beautiful white and light-pink blooms. Most almond trees are not self-pollinating, so beekeepers bring hives of honey bees to orchards to provide the missing piece of the puzzle. As the trees blossom, the bees forage for pollen and nectar in the orchard. When they move from tree to tree, they pollinate almond blossoms along the way.

15 Every almond you eat exists because a honey bee pollinated an almond blossom. And every honey bee that visits an almond orchard gets its first natural food source of the year there, supporting it with a healthy start as it moves on to pollinate other crops across the nation.

20 From March to June, almond kernels mature and grow to full size, with the shell hardening around it –both protected by a fuzzy outer hull. Once the spring rains stop and the weather heats up, farmers begin irrigating their orchards to support the growing crop, taking great care to ensure each drop of water is used responsibly and efficiently.

25 In July, almond hulls split open, exposing the almond shell and allowing it and the kernel inside to dry. Shortly before harvest, the hulls turn a straw-yellow colour and open completely. From August to October, mechanical tree "shakers" harvest the crop by vigorously shaking it to the ground.

Almond farmers practice a zero-waste approach, ensuring everything an orchard grows is put to use. Almond shells are used as livestock bedding, and hulls are valuable dairy feed, with research underway exploring new potential uses.

After sizing, almonds are kept in controlled storage conditions until they're either shipped or further processed into a variety of different almond forms for diverse culinary uses. Producing 80% of the world's supply, California almonds make their way to almond lovers in over 90 countries worldwide.

(Total word count: 388 words, abridged)

Source information: website link (<https://www.almonds.in/why-almonds/almond-lifecycle>)

Question

- 1(a) Which of these statements is true about the pollination of almond trees?
- A. Bees are key to pollination
 - B. Spring rains assist pollination
 - C. Pollination requires artificial means
 - D. Self-pollination is required

(1 mark)

(Total mark 1)

Mark scheme

1 (a) Which of these statements is true about the pollination of almond trees?

- A. Bees are key to pollination
- B. Spring rains assist pollination
- C. Pollination requires artificial means
- D. Self-pollination is required

Answer

Guidance

A – Bees are key to pollination

Award 1 mark for the correct answer.

Question

1(b) Give **two** ways in which almond farmers practise a zero-waste approach?

(2 marks)

(Total marks 2)

Mark scheme

1 (b) Give **two** ways in which almond farmers practise a zero-waste approach.

Answer

Guidance

- They ensure that everything an orchard grows is put to use
- Almond shells are used as livestock bedding hulls are valuable dairy feed
- Research is underway to explore new potential uses

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

2 Give **two** features that are thought to be ideal for the growth of good quality almonds.

(2 marks)

(Total marks 2)

Mark scheme

2 Give **two** features that are thought to be ideal for the growth of good quality almonds.

Answer

- California's Mediterranean climatic condition
- (Hives of) honey bees in orchards for pollination to take place naturally
- Irrigation of orchards (to support the growing crop-high quality green almonds)

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

3 Comment on the writer's use of the phrase 'that little nut' as used in the first sentence.

(2 marks)

(Total marks 2)

Mark scheme

3 Comment on the writer's use of the phrase 'that little nut' as used in the first sentence.

Answer

- It emphasises the very small size of the almond
- Contrasting it with the vast size of the journey to consumers
- Suggests the writer's sense of awe

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

4 Re-read lines 5 – 24.

Using your own words as far as possible, summarise what you learn about the growth of the almond between November and the following October. Write no more than 120 words

(8 marks)

(Total marks 8)

Mark scheme

Level of response

4 Re-read lines 5 – 24.

Using your own words as far as possible, summarise what you learn about the growth of the almond between November and the following October.

Write no more than 120 words.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words).

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 4 | <ul style="list-style-type: none">• Clear understanding of text, with mostly clear focus• A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none">• Text generally understood, and task generally addressed• A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none">• Evidence of some understanding, with some focus on the task• A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none">• Little understanding of text and/or task• Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students should draw upon the following points, using own words as far as possible:

- From November to January, loss of leaves during a dormant period / in cold, wet conditions
- Towards the end of dormancy, buds are seen
- Between mid-February and mid-March, buds develop into (beautiful) blooms
- Pollinated by bees
- From March to June, almond kernels grow

-
- Kernel shells harden
 - In July, almond hulls split open / exposing the almond shell Leading to the kernel shell drying
 - The hulls turn colour
 - From August to October, the crop is shaken to the ground (by mechanical tree shaker)

English9NNS3

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|---|
| English | 9 | English9NNS3 | Informative Advertisement Introduction of Maggi in the Indian Market |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9NNS3a | 1 | | | | 1 |
| English9NNS3b | 2 | | | | 2 |
| English9NNS32 | | 2 | | | 2 |
| English9NNS33 | | | 1 | 1 | 2 |
| English9NNS34 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

The dominant focus in this question is on both explicit (AO1) and implicit (AO2) understanding. Q4 tests these AOs equally in an extended response question, which is marked holistically using levels descriptors.

Source(s)

Text A

Introduction of Maggi in the Indian Market

This extract has been taken from an article which discusses the introduction of Maggi into the Indian market.

Maggi is a food product that is ready to cook in 2 mins. This instant noodle product was introduced to Indian customers by Nestlé India Ltd. It was initially founded by the Maggi family in Switzerland in 19th century and hence the name Maggi. Being well versed about fast-moving consumer goods, Nestle wanted to explore the potential for such instant food among Indian market.

Introducing Maggi into India was the right decision; now Maggi enjoys around 90% market share in this segment. It is also the most popular instant food. Although Maggi

5 is a highly accepted product today, it did not receive the same success in its initial stages. Maggi had to face a lot of difficulties in its product launch.

The biggest problem was the Indian mentality. The period when Maggi was introduced Indian customers were new to ready to eat products; they were not welcoming and had a pre-determined notion that instant food was a bad innovation. Nestle's target market was working women since it was more convenient for them to cook while following a busy schedule and marketing Maggi to them would be the best idea. Even after investing heavily on advertising Maggi was not picking up sales.

To beat this situation, Nestle conducted heavy research and repositioned its product as 'convenience' for mothers and 'fun' for kids. They made effective taglines for communication like "fast to cook, good to eat", "2-mins to cook" etc.

To be branded, products must be differentiated. Maggi lengthened its product length with line stretching. In this case, the company wanted to introduce products for the lower market segment. This was done due to counter competition and to also bring in more volume sales.

20 Maggi similarly came up with 'Maggi Chotu', for noodles and another segment of 'Maggi

Pichkoo' for ketchup. Also, by decreasing the quantity, Maggi offers a wide range in its soups and masalas at low prices. Maggi recently came up with its new range of products in cubes of chicken and vegetables. Maggi has stretched its product line up and down to create a product line differentiated by benefits, varieties, ingredients, quantity and price.

(abridged from original article)

Source information: ideas@Gerard.cambon.net

Question

1(a) Identify the meaning of 'well-versed' in line 3.

- A. very persuasive
- B. very business-like
- C. very professional
- D. very knowledgeable.

(1 mark)

(Total mark 1)

Mark scheme

1 (a) Identify the meaning of 'well-versed' in line 3.

- A. A very persuasive
- B. B very business-like
- C. C very professional
- D. D very knowledgeable.

Answer

Guidance

D very knowledgeable.

Award 1 mark for the correct answer.

Question

1(b) The article states that introducing Maggi into India was 'the right decision'.

Identify **two** pieces of evidence the article gives that support this view.

(2 marks)

(Total marks 2)

Mark scheme

1 (b) The article states that introducing Maggi into India was 'the right decision'.

Identify **two** pieces of evidence the article gives that support this view.

Answer

Guidance

- Maggi now enjoys 90% market share (in this segment)
- It is the most popular instant food
- It is now a highly accepted product

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

- 2 Re-read lines 10 – 15. Give **two** reasons the writer gives for the low sales of Maggi when it was first introduced into India.

(1 mark)

(Total mark1)

Mark scheme

2 Re-read lines 10 – 15. Give **two** reasons the writer gives for the low sales of Maggi when it was first introduced into India.

Answer

- Indians were new to / not familiar with ready to eat products
- They were not welcoming
- They thought instant food was bad (innovation)

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

- 2 Re-read lines 10 – 15. Give **two** reasons the writer gives for the low sales of Maggi when it was first introduced into India.

(1 mark)

(Total mark1)

Mark scheme

2 Re-read lines 10 – 15. Give **two** reasons the writer gives for the low sales of Maggi when it was first introduced into India.

Answer

- Indians were new to / not familiar with ready to eat products
- They were not welcoming
- They thought instant food was bad (innovation)

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

- 3 ...re-positioned its product as 'convenience' for mothers and 'fun' for kids.

Comment on the words 'convenience' and 'fun' as used in the text.

(2 marks)

(Total marks 2)

Mark scheme

3 ...re-positioned its product as 'convenience' for mothers and 'fun' for kids.

Comment on the words 'convenience' and 'fun' as used in the text.

Answer

Guidance

Convenience

Award 1 mark for a valid point for each word. Maximum of 2 marks.

Appeals to busy mothers

Instant food saves time in preparing meals

Fun

Used to target children

Suggests the idea of a treat

Question

4 Re-read the text.

Summarise what you learn about Nestle's experience in bringing Maggi to the Indian market.

Use your own words as far as possible. Write no more than 120 words.

(8 marks)

(Total marks 8)

Total marks 15

Mark scheme

Level of response

4 Re-read the text.

Summarise what you learn about Nestle's experience in bringing Maggi to the Indian market.

Use your own words as far as possible. Write no more than 120 words.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words)

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 4 | <ul style="list-style-type: none">• Clear understanding of text, with mostly clear focus• A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none">• Text generally understood, and task generally addressed• A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none">• Evidence of some understanding, with some focus on the task• A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none">• Little understanding of text and/or task• Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students should draw upon the following points

- Nestle initially keen to test the Indian market
- Eventually proved to be a correct judgement / instinct
- In this area of the market, it enjoys massive sales / 90% market share
- Highly popular today
- Not successful to start with
- Had to engage with Indians' negative perceptions of instant food
- Marketing targeted time-poor mothers but to no avail
- Success came after considerable research
- And a two-pronged targeting of mothers and children
- Diversified its product line

English9PM4

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 9 | English9PM4 | Text A Information Magazine Article – The Times New York Magazine The Woman Who Made van Gogh |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9PM41a | 1 | | | | 1 |
| English9PM41b | 2 | | | | 2 |
| English9PM42 | | 2 | | | 2 |
| English9PM43 | | | 1 | 1 | 2 |
| English9PM44 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language. Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source(s)

Text A -The Woman who made van Gogh

The following is an excerpt from an article titled “The Woman who made Van Gogh” that focuses on the role played by Jo van Gogh-Bonger, the painter’s sister-in-law, in opening the world’s eyes to his genius.

Twenty-one months after her marriage, Jo was alone, and at what was left to her from that life: approximately 400 paintings and several hundred drawings by her brother-in-law. The brothers’ dying so young, Vincent at 37 and Theo (Jo’s husband) at 33, and without the artist having achieved renown would seem to have

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ensured that Vincent van Gogh's work would exist in obscurity. Instead, his name, art and story merged to form the basis of an industry that stormed the globe, arguably surpassing the fame of any other artist in history. That happened in large part, thanks to Jo van Gogh-Bonger who did a lot of reading, undertaking what amounted to a self-guided course in art criticism.

10

Jo had experienced a kind of epiphany: Van Gogh's letters were part and parcel of the art. They were keys to the paintings. The letters also pointed to the audience Vincent had intended - he desperately wanted to make art reach into the hearts of the common people. She was now ready to act as agent for Vincent van Gogh. She approached an art critic named Jan Veth, who at first dismissed Vincent's work outright and belittled Jo's efforts. She then pressed an envelope full of Vincent's letters on Veth, encouraging him to use them as a means to illuminate the paintings. She didn't try to come across like an art critic but instead tried to guide him toward the shift in thinking that she felt was needed to perceive a new mode of artistic expression.

15

Jo's effort to bring her brother-in-law's life to bear on his art seems to have worked with Veth. "Once having grasped his beauty, I can accept the whole man," the critic wrote. Something similar happened when Jo approached an influential artist named Richard Roland-Horst to ask him to help promote Vincent. Time and again, critics at first resisted the idea of looking at Vincent's life and work as one, then gave in to it. They saw what Jo van Gogh-Bonger wanted them to see.

Jo learned the tricks of the trade – "She knew that if you put a few top works on the wall, people will be stimulated to buy the works next to them," In 1905, she arranged a major exhibition at the Stedelijk Museum, Amsterdam. The result was, and remains, the largest-ever van Gogh exhibition, with 484 works on display.

(394 words, Abridged)

Source information: The New York Times Magazine.

Author – Russell Shorto.

Weblink - <https://www.nytimes.com/2021/04/14/magazine/jo-van-gogh-bonger.html>

Question(s)

1 (a) Identify the meaning of 'exist in obscurity' (line 5).

- A. be in disarray
- B. be insignificant
- C. be famous

D. be accessible

(1 mark)

1 (b) Give **two** reasons for the importance of van Gogh's letters.

(2 marks)

2 "Once having grasped his beauty, I can accept the whole man," the critic wrote.'

Explain what the critic means by this.

(2 marks)

3 Comment on the writer's use of the phrase 'stormed the globe' (line 6).

(2 marks)

4 Re-read the text.

Using your own words as far as possible, summarise what you learn about Jo van Gogh-Bonger's role in bringing to light Vincent Van-Gogh's artistic genius.

[OR role in building Vincent Van-Gogh's reputation as an artist.]

Write no more than 120 words.

(8 marks)

(Total marks 15)

Mark scheme

Point based

1 (a) Identify the meaning of 'exist in obscurity' (line 5).

- A. be in disarray
- B. be insignificant
- C. be famous
- D. be accessible

Answer

Option B – be insignificant

Guidance

Award 1 mark for the correct answer.

1 (b) Give **two** reasons for the importance of van Gogh's letters.

Answer

- The letters can be used as means to understand van Gogh's paintings
- They give us an idea about the author's ultimate aim of making his works accessible / reach into the hearts of the common people.

Guidance

Award 1 mark for each correct point.
Maximum of 2 marks.

2. "Once having grasped his beauty, I can accept the whole man," the critic wrote.'

Explain what the critic means by this.

Answer

- Initially, the critic dismissed Van Gogh and his works partly / because he couldn't understand his paintings.
- His opinion changed after reading the letters.
- He commented that van Gogh (the man / artist / his body of work) could be accepted by him in his entirety once the true essence of his works was inferred.

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

3. Comment on the writer's use of the phrase 'stormed the globe' (line 6).

Answer

e.g.

Quickly became very popular / famous throughout the world

Guidance

Award 2 marks for a clear explanation.

Award 1 mark for a partial or adequate explanation.

Award 0 mark for misunderstanding.

Answers must include comment on both 'stormed' and 'globe'.

Level of response

4. Describe the role played by Jo van Gogh-Bonger in bringing Vincent van Gogh's artistic genius to the forefront.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words)

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 4 | <ul style="list-style-type: none">• Clear understanding of text, with mostly clear focus• A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none">• Text generally understood, and task generally addressed• A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none">• Evidence of some understanding, with some focus on the task• A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none">• Little understanding of text and/or task• Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students should draw upon the following points:

- After his death Jo, his sister-in-law, it was her mission to raise van Gogh's profile / act as an agent for his work
- She taught herself to be a critic through much reading
- Her realisation / epiphany: van Gogh's letters were integral to his art.
- Initially she met resistance / from dismissive critics.
- Eventually she was successful / the critics acknowledged the artistic genius of van Gogh.
- She organised exhibitions of van Gogh's paintings at different venues.
- She marketed his works / to interest potential buyers.

-
- She was the medium through which his work became known / gained fame.
 - She sealed his position as a leading artist.

English9SO3

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 9 | English9SO3 | Text A Informative Magazine Article - The Other Side of Fear |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9SO3a | 1 | | | | 1 |
| English9SO3b | 2 | | | | 2 |
| English9SO32 | | 2 | | | 2 |
| English9SO33 | | | 1 | 1 | 2 |
| English9SO34 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language.

Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source(s)

Text A

The Other Side of Fear

This is an extract from an e-magazine article; in the article, Jasher Feellove discusses various aspects of fear and ways of overcoming fear.

Fear. The word triggers a physiological and emotional response. We may fear failure, or we may fear success. In either case, we fear the unknown.

High performers refer to fear as stress. The media uses fear to garner attention: "If it bleeds, it leads." To psychologists, fear speaks to the instinct of "flight or fight," but the way of the warrior is to make peace with fear and death since our deepest

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heartfelt desires and greatest hopes are on the other side of a little thing we call fear.

10 Fear is an emotional process. It cannot be resolved through intellectual means. Because humans have the propensity to experience such great polarities of emotions, we must cultivate a practice which can pacify and hedge us from the destructive nature of opposing forces.

The only way to stop reacting to fear is through incessant practice. It is important to practice and maintain a healthy equilibrium of body and equanimity of mind.

15 Some weeks ago, I decided to go cliff diving. Looking down into the ocean, my legs became numb, and my palms became heavy. I began reasoning within my mind. Other dreadful thoughts started to sprout. Yet the desire to jump persisted within me. I came to the realization that I had to decide—to take a leap.

20 Taking action is best. Just for a moment, let your body take the stance of feeling fearful. Most people hunch their shoulders forward, fold their arms across their chests, or assume a similarly contracted position to shield the heart, fear having triggered the need to be on the defensive. If we deny or ignore fear, it will hold us captive, emotionally frozen, and unable to move forward. Trying to run away from, ignore, or stop fear will simply create more tension. It is transformed only when we can turn around and face it, get to know it, release resistances and fixed ideas, and speak with our own voice.

(324 words) (Abridged Version)

propensity: tendency

polarities: extremes

equanimity: calmness

Source: <https://saintgeorgewellness.com/2019/09/09/the-other-side-of-fear-2/>

Question(s)

1 (a) Identify the synonym for 'cultivate' as used in line 9.

- A. acquire
- B. grow
- C. harvest
- D. eradicate

(1 mark)

1 (b) Give **two** symptoms of the writer's fear as she went diving.

(2 marks)

2 Denying or ignoring fear is not the solution, the writer argues.

Give **two** reasons that justify this statement.

(2 marks)

3 Explain the phrase 'fight or flight' (line 4).

(2 marks)

4 Re-read the text.

Summarise the writer's ideas about fear and strategies to combat it.

Use your own words as far as possible. Write no more than 120 words.

(8 marks)

(Total marks 15)

Mark scheme

Point based

1 (a) Identify the synonym for 'cultivate' as used in line 9.

- A. acquire
- B. grow
- C. harvest
- D. eradicate

Answer

A. acquire

Guidance

Award 1 mark for the correct answer.

1 (b) Give **two** symptoms of the writer's fear as she went diving.

Answer

- Her legs became numb and her palms became heavy.
- Dreadful thoughts started to sprout.

Guidance

One mark each is to be awarded for each correct point.

2 Denying or ignoring fear is not the solution. State any two reasons to justify the statement.

Answer

Guidance

- It will hold us captive, and we will be emotionally frozen.
 - We won't be able to move forward, and it will simply create more tension.
- One mark is to be awarded for each correct point with a maximum of 2 marks for the complete answer.

3 Explain the phrase 'fight or flight' used by psychologists.

Answer

Guidance

- Fear creates one of two responses: either fight or flight
 - Fight here means to challenge fear (to defeat it)
 - Flight here means to run away from fear
- Award 1 mark for each point, up to a maximum of 2 marks.

Level of response

4 Re-read the text.

Summarise the writer's ideas about fear and strategies to combat it.

Use your own words as far as possible. Write no more than 120 words.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words)

Level descriptors

| Level | Descriptors | Mark |
|-------|--|------|
| 4 | <ul style="list-style-type: none"> • Clear understanding of text, with mostly clear focus • A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none"> • Text generally understood, and task generally addressed • A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none"> • Evidence of some understanding, with some focus on the task • A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none"> • Little understanding of text and/or task • Simple points, lifted from the text | 1-2 |

Indicative content

Students should draw upon the following points:

Ideas about fear

- The very word triggers a response (physiological or emotional).
- Failure, success, the unknown – all feared
- Body becomes numb
- Heartbeat becomes fast / palms heavy
- Gives rise to alarming thoughts
- Its paralysing effect if we don't face it / creates more stress

Strategies to combat fear

- Need to develop ways of protecting ourselves from stress.
- Requires constant practice
- Requires healthy body-mind equilibrium
- Take action
- Face fear / don't seek to escape it
- Assert ourselves / our own voice against fear

English9AM3

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|---------------------------------|
| English | 9 | English9AM3 | Text A – Becoming a free nation |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9AM31a | 1 | | | | 1 |
| English9AM31b | 2 | | | | 2 |
| English9AM32 | | 2 | | | 2 |
| English9AM33 | | | 1 | 1 | 2 |
| English9AM34 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language. Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source(s)

Text B

Becoming a free nation

This text aims to make the readers aware of the struggles faced by India to attain freedom and the difficulties the nation still faces.

Even before Independence, India viewed its own struggles on a global level. If democracy is basically tolerance for others' opinions, the concept of coexistence is democracy on the international plane, for it embodies tolerance of other nations and systems.

- 5 We avoid involvement in the conflicts and disputes of others and this helps to blunt conflict between power blocs. I should like to think that it has also helped world stability. A country is an extended family. When income and resources are limited,

one must budget to ensure that waste is avoided and resources husbanded, priorities established, education and other social needs catered to and special provision made for those who are weaker or smaller.

10

Industry has to be balanced with agriculture, technology with culture, state ventures with private initiatives, economic growth with social justice, the large with the small. Every section of society must be stimulated to creative activity. That is our planning. In no way is it totalitarian or coercive. Industrializing, modernising and transforming an ancient society of immense size is a daunting venture and inevitably, a gradual one.

15

Otherwise, there will be resentment. Transformation should not cause too much dislocation or suffering for the people nor should it jettison the basic spiritual and cultural values of our civilization. India's planning experience sums up the successes and problems of our democratic development.

20

Why has democracy worked in India? Our national leadership was dedicated to it and we wanted it to work, but also because in our society there were elements and traditions which supported the growth of democracy. There may be differences in many spheres, but we rise above them. To keep the country united, we must transcend political, social and religious differences which create dissensions.

Fighting for the freedom of our nation meant fighting for political and social justice, equality and economic growth and justice for all. Only one phase is over and another is underway. We have to cover a long and difficult path. Whereas the enemies were visible during earlier days, now they are in disguise. Some of them are openly our enemies, but many become unintentional pawns of others.

(377 words)

Glossary

husbanded – used economically

totalitarian – asserting total control

Source information: APC Digest English Communicative; Arya Publishing House; 2015 Edition

Question(s)

1(a) Identify **one** word which means 'a feeling of displeasure and bitterness'.

A. stimulated

- B. daunting
C. dissensions
D. resentment

(1 mark)

(Total mark 1)

Mark scheme

1 (a) Identify **one** word which means ‘a feeling of displeasure and bitterness’.

- A. stimulated
B. daunting
C. dissensions
D. resentment

Answer

Resentment

Guidance

Award 1 mark for the correct answer.

Question(s)

1(b) Identify **two** benefits the writer gives of avoiding conflicts with other nations.

(1 mark)

(Total mark 1)

Mark scheme

1 (b) Identify **two** benefits the writer gives of avoiding conflicts with other nations.

Answer

- Reduces conflict between major powers / eases tensions
- Helps world stability

Guidance

Award 1 mark for each correct answer.
Maximum of 2 marks.

Question

- 2 From paragraph 5, give **two** reasons why the writer thinks that democracy has worked in India.

(2 marks)

(Total marks 2)

Mark scheme

- 2 From paragraph 5, give **two** reasons why the writer thinks that democracy has worked in India.

Answer

- National leadership in favour of democracy
- People of India wanted democracy
- Indian traditions supported democracy
- People rise above differences.

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

- 3 What does the writer mean by describing transforming society as a 'daunting venture'?

(2 marks)

(Total marks 2)

Mark scheme

- 3 What does the writer mean by describing transforming society as a 'daunting venture'?

Answer

'venture' suggests the transformation is risky / daring (however expressed)

'daunting' suggests the venture is intimidating / formidable (however expressed)

Guidance

Award 1 mark for a valid explanation of 'daunting'.

Award 1 mark for a valid explanation of 'venture'.

Question

4 Re-read paragraphs 1 - 4.

Summarise what the writer tells you in these four paragraphs about democracy in India.

Use your own words as far as possible. Write no more than 120 words.

(8 marks)

(Total marks 8)

Mark scheme

Level of response

4 Re-read the text.

Summarise what the writer tells you about democracy in India.

Use your own words as far as possible. Write no more than 120 words.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words).

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 4 | <ul style="list-style-type: none">• Clear understanding of text, with mostly clear focus• A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none">• Text generally understood, and task generally addressed• A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none">• Evidence of some understanding, with some focus on the task• A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none">• Little understanding of text and/or task• Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students should draw upon the following points:

- Democracy is about tolerating other nations / systems
- Not being involved in conflicts between major countries
- Likely to lead to world stability / peace
- Regards country as a family
- The national economy is like a family's budget
- Needs to involve / stimulate all to be creative members of democracy
- Democracy has been a success in India
- Leaders and population want it
- Indian traditions are in sympathy with the idea of democracy
- Transcends differences / promotes unity

English9JV1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 9 | English9JV1 | Reading Text A - Informative newspaper article: A radio museum in Bengaluru where every exhibit still works |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9JV1a | 1 | | | | 1 |
| English9JV1b | 2 | | | | 2 |
| English9JV2 | | 2 | | | 2 |
| English9JV3 | | | 1 | 1 | 2 |
| English9JV4 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language.

Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source(s)

Text A

A radio museum in Bengaluru where every exhibit still works

The newspaper article is about an electronics and telecom engineer who takes pride in his collection of radios that are on display in a museum in Bengaluru.

Uday Kalburgi, an electronics and telecom engineer, has spent his life caring for, collecting and restoring old radios. Now he's got 111 of the gleaming gems on display on the ground

floor of his family home. Uday Kalburgi has about 150 dependents that his wife and two children have made their peace with. These rather needy things are short-wave radios that he has collected over decades and is constantly restoring and repairing.

- 5 Born in Bellary, Karnataka, in 1963, Kalburgi became fascinated with radios at the age of nine. He began collecting radio sets at 15. By then it was the late 1980s and, though he didn't know it, these would be the final years before radio made way for TV.

"There was a time when the radio was such a focal point of family gatherings," says Kalburgi, now 57 and an electronics and telecommunications engineering consultant. "Around these sets, stories were woven, musicians from far away sang to us, and good and bad tidings from around the world tiptoed into the home."

- 10 The world has long since moved on — to gadgets that grow ever smaller, capable of performing an alarmingly long list of tasks. But where today's devices are discarded and replaced annually, a radio set was a fixture, a matter of pride. What makes his collection particularly interesting is that every item in it still works. "Most radios at my museum are restored. As they have aged, it has taken time, patience and skill to revive each one," he says.

- 15 In all, 70 people have visited his museum since its launch on February 13, to coincide with World Radio Day. There, proudly displayed on shelves, are the items he has collected from markets and stores across the country. One radio, his largest, is a Philips BX998A from 1955 that weighs 27 kg. The smallest is a Philips 2802 from 1928 that didn't even have a band switch. He now hopes that his museum will inspire some interest, if not love, in a new generation. "Radios can be used as amplifiers. So you can connect your set to an Alexa or a Bluetooth receiver and use it as a speaker," he says. Meanwhile, he's working on getting his wife to agree to let his museum "gradually" expand.

Total word count (377), Abridged from original text

20

Source information:

By Sammohinee Ghosh

Updated on Apr 04, 2021 10:02 PM IST

https://www.hindustantimes.com/lifestyle/art-culture/a-radio-museum-in-bengaluru-where-every-exhibit-still-works-101617375484518.html?utm_source=ht_site_copyURL&utm_medium=social&utm_campaign=ht_site

Question

1(a) Which of the following statements about the radios in Kalburgi's museum is true?

- A. They can only be displayed as museum artefacts
- B. They can be used as speakers
- C. They are like mobile phones
- D. They can be used for accessing the internet

(1 mark)
(Total mark 1)

Mark scheme

1 (a) How can Uday Kalburgi's customized radios be used in the contemporary set up?

Answer

Guidance

B. Modified radios can be used as speakers

Award 1 mark for the correct answer.

Question

1(b) Identify **two** facts Kalburgi gives about radios before the arrival of television.

(2 mark)
(Total marks 2)

Mark scheme

1 (b) Identify **two** facts Kalburgi gives about radios before the arrival of television.

Answer

Guidance

Stories were woven
Musicians from far away sang to them
Good and bad tidings from around the world
tiptoed into the homw

Award 1 mark for each correct point up to a maximum of 2 marks.

Do not allow the opinion - 'focal point of family gatherings'.

Question

- 2 From the final paragraph, give **two** details that show Kalburgi's pride in his radio collection.

(2 marks)

(Total marks 2)

Mark scheme

- 2 From the final paragraph, give **two** details that show Kalburgi's pride in his radio collection.

Answer

- Items collected from across the country
- The size and weight of the Philips radio
- His hope that his museum will interest / inspire younger people
- Their usefulness today as speakers

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

- 3 From line 2, comment on the writer's use of the phrase 'gleaming gems' to describe the radios Kalburgi has collected and restored.

(2 marks)

(Total marks 2)

Mark scheme

- 3 From line 2, comment on the writer's use of the phrase 'gleaming gems' to describe the radios Kalburgi has collected and restored.

Answer

- 'gleaming' - shining brightly
- 'gems' - precious / valuable / like treasure to him

Guidance

Award 1 mark to a valid comment on each word. Maximum 2 marks.

Question

- 4 From lines 1 – 18, summarise what you learn about Kalburgi's fascination with radios.

Use your own words as far as possible. Write no more than 120 words.

(8 marks)

(Total marks 8)

Mark scheme

Level of response

- 4 From lines 1 – 18, summarise what you learn about Kalburgi's fascination with radios.

Use your own words as far as possible. Write no more than 120 words.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words).

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 4 | <ul style="list-style-type: none">• Clear understanding of text, with mostly clear focus• A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none">• Text generally understood, and task generally addressed• A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none">• Evidence of some understanding, with some focus on the task• A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none">• Little understanding of text and/or task• Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students may draw upon the following points:

www.britishcouncil.org

-
- His enthusiasm for collecting them
 - The size of the collection: 111 radios on display on the ground floor of his family home
 - An interest lasting many years
 - Since childhood / started as a 9-year-old
 - Led to his current occupation
 - His nostalgia for the days when radios were at the centre of home life (stories / music / news brought into homes)
 - His pride in the durability of radios (contrasting with the short life span of modern gadgets)
 - And the fact that every radio still works
 - The patience / talent needed in the restoration of radios

English9NS11

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 9 | English9NS1 | Text A - information speech transcript – Go Kiss the World |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9NS1a | 1 | | | | 1 |
| English9NS1b | 2 | | | | 2 |
| English9NS12 | | 2 | | | 2 |
| English9NS13 | | | 1 | 1 | 2 |
| English9NS14 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language. Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source(s)

Text A

Go Kiss the World.

This is an extract from the Welcome Address by Chief Operating Officer of MindTree Consulting, Mr. Subroto Bagchi.

I was the last child of a small-time government servant, in a family of five brothers. My earliest memory of my father is as that of a District Employment Officer in Koraput Orissa. I did not go to school until the age of eight; I was home-schooled. My parents

5

set the foundation of my life and the value system, which makes me what I am today and largely, defines what success means to me today.

10

In 1992, while I was posted in the US, I learnt that my father, had suffered a third degree burn injury and was admitted to a Hospital in Delhi. I flew back to attend to him. One morning, while attending to my Father, I realized that the blood bottle was empty and fearing that air would go into his vein, I asked the attending nurse to change it. When she conceded and came, my Father opened his eyes and murmured to her, "Why have you not gone home yet?" Here was a man on his deathbed but more concerned about the overworked nurse than his own state.

15

Two years back, at the age of eighty-two, Mother had a paralytic stroke and was lying in a government hospital in Bhubaneswar. I spent two weeks with her. In that paralytic state and a garbled voice, she said, "Why are you kissing me, go kiss the world." At the confluence of life and death, this woman who came to India as a refugee, raised by a widowed Mother, no more educated than high school, married to an anonymous government servant whose last salary was Rupees Three Hundred, robbed of her eyesight by fate and crowned by adversity was telling me to go and kiss the world! Success to me is about Vision.

20

It is the ability to rise above the immediacy of pain. It is about connectedness to a larger world existence. It is about giving back more to life than you take out of it. It is about creating extra-ordinary success with ordinary lives.

(Total word count 377, Abridged from original text)

Source information: [Subroto Bagchi: 'Go kiss the world', Indian Institute of Management - 2006 — Speakola](#)

Question(s)

1 (a) Identify the synonym for 'foundation' as used in line 4.

- i. start
- ii. basis
- iii. building
- iv. belief

(1 mark)

2 Give **one** piece of evidence that shows the father's thoughtfulness. (2 marks)

3 Explain what is meant by 'crowned by adversity' (lines 18-19). (2 marks)

4 Re-read the text.

Summarise the writer's memories of his parents.

Use your own words as far as possible. Write no more than 120 words. (8 marks)

(Total Marks 15)

Mark scheme

Point based

1 (a) Identify the synonym for 'foundation' as used in line 4.

- i. start
- ii. basis
- iii. building
- iv. belief

Answer

ii. basis

Guidance

Award 1 mark for the correct answer.

1 (b) From lines 13 – 15, state **two** facts about the writer's mother.

Answer

- At 82, she had a stroke
- She came to India as a refugee
- Raised by a widowed mother

Guidance

Award 1 mark for each point, up to a maximum of 2 marks.

2 Give **one** piece of evidence that shows the father's thoughtfulness.

Answer

His concern for the overworked nurse.

Guidance

Award 1 mark for the correct answer.

3 Explain what is meant by 'crowned by adversity' (lines 18-19).

Answer

Crowned by: Topped with / ending with

Adversity: Hardship / pain / suffering

Guidance

Award 1 mark for each valid explanation, up to a maximum of 2 marks.

Accept valid synonyms.

Level of response

4 Re-read the text.

Summarise the writer's memories of his parents.

Use your own words as far as possible. Write no more than 120 words.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words)

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 4 | <ul style="list-style-type: none">• Clear understanding of text, with mostly clear focus• A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none">• Text generally understood, and task generally addressed• A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none">• Evidence of some understanding, with some focus on the task• A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none">• Little understanding of text and/or task• Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students should draw upon the following points:

- His parents provided the basis for the values he lived by
- He flew back to India when his father was hospitalised
- His reflection on the consideration the father shows the nurse
- ...whilst he was on his deathbed
- His filial duty also to his mother / spent two weeks with her after her stroke
- His admiration for his mother who had such humble beginnings
- His deep-felt response to her message 'go kiss the world'
- The noble example of his mother: 'giving back more to life than you take out of it'.

English9NB1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|---|
| English | 9 | English9NB1 | Text A Information Webpage - Scientists create edible food packaging films from seaweed |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9NB11a | 1 | | | | 1 |
| English9NB11b | 2 | | | | 2 |
| English9NB12 | | 2 | | | 2 |
| English9NB13 | | | 1 | 1 | 2 |
| English9NB14 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language. Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source

Scientists create edible food packaging films from seaweed

This article is from the for New Food Magazine published in 2021. It talks about edible food packaging films from seaweed.

5 An international group of scientists from India and Russia has created edible food films for packaging fruits, vegetables, poultry, meat and seafood. The films consist of natural ingredients and the research team behind them says they are safe for consumer health and the environment. In a study published in the *Journal of Food Engineering*, the researchers claim the films are water-soluble and dissolve by almost 90 percent in 24 hours.

“We have created three types of food films based on the well-known naturally occurring seaweed biopolymer sodium alginate,” said Rammohan Aluru, senior researcher from the Organic Synthesis laboratory at Ural Federal University and co-author of the paper.

10 “Its molecules have film-forming properties. Sodium alginate is an auspicious carbohydrate macromolecule that has potential film-forming properties upon hydrolysis and abundantly exists in cell walls as a mixture of various salts. The greatest advantage of sodium alginate is that it performs as liquid-gel in an aqueous medium.”

15 Alginate molecules were cross linked with a natural antioxidant ferulic acid, which the research team says makes the film not only strong, but also homogeneous, more rigid, and prolongs the life of the products.

“Food stays fresh longer due to the antioxidant components that slow down the oxidation processes,” said Grigory Zyryanov, professor of the Department of Organic and Bimolecular Chemistry at Ural Federal University.

20 “In addition, we can add to the film’s natural antiviral agents by adding things like garlic, turmeric and ginger, which contain certain compounds that may prevent the spread of the viruses.”

According to the authors, no special equipment is required to produce the films on an industrial scale.

25 “It can also be produced at a polymer production plant. The only condition is that it must meet the standards that apply to food production. If an inexhaustible source of algae is nearby (that is, the ocean), then it will be quite simple to create such films,” said Grigory Zyryanov.

Source(s) : <https://www.newfoodmagazine.com/news/141983/edible-films/>

Question

1(a) Why are edible food films used for packaging food products safe for consumer health and environment?

- A. They are edible and non-toxic
- B. They consist of natural ingredients

- C. They are not water soluble
D. They form films very easily

(1 mark)

(Total mark 1)

Mark scheme

1 (a) Why are edible food films used for packaging food products safe for consumer health and environment?

Answer

Guidance

B. They consist of natural ingredients

Award 1 mark for the correct answer.

Question

1(b) Why did scientists find seaweed biopolymer sodium alginate ideal to create edible food packaging film?

(2 marks)

(Total marks 2)

Mark scheme

1 (b) Why did scientists find seaweed biopolymer sodium alginate ideal to create edible food packaging film?

Answer

Guidance

- Its molecules have film-forming properties
- It exists abundantly in cell walls as a mixture of various salts
- It performs as liquid-gel in an aqueous medium

Award 1 mark for each point, up to a maximum of 2 points.

Question

2 Explain how the edible food packaging film prolongs the life of the product.

(2 mark)

(Total marks 2)

Mark scheme

2 Explain how the edible food packaging film prolongs the life of the product.

Answer

- Its molecules are cross linked with a natural antioxidant ferulic acid
- Which makes it strong / rigid

Guidance

Award 1 mark for each point, up to a maximum of 2 points.

Students must mention the name of the acid in making the point in the 1st bullet.

Question

3 Give **two** reasons for health benefits that come from the use of edible food packaging.

(2 mark)

(Total marks 2)

Mark scheme

3 Give **two** reasons for health benefits that come from using edible food packaging.

Answer

- Food stays fresh longer due to its antioxidant components
- Present in natural ingredients (garlic / turmeric / ginger)
- Has antiviral qualities

Guidance

Award 1 mark for each point, up to a maximum of 2 points.

Question

4 Re-read the text.

Summarise what you learn about the success of the food industry's use of edible food packaging.

Use your own words as far as possible. Write no more than 120 words.

(8 marks)

(Total marks 8)

Total marks 15

Mark scheme

Level of response

4 Re-read the text.

Summarise what you learn about the success of the food industry's use of edible food packaging.

Use your own words as far as possible. Write no more than 120 words.

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words)

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 4 | <ul style="list-style-type: none">• Clear understanding of text, with mostly clear focus• A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none">• Text generally understood, and task generally addressed• A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none">• Evidence of some understanding, with some focus on the task• A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none">• Little understanding of text and/or task• Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students should draw upon the following points:

- used for packaging fruits, vegetables, poultry, meat and seafood
- are edible and create zero waste
- films consist of natural ingredients
- safe for consumer health and environment
- water-soluble and dissolve by almost 90 per cent in 24 hours.

-
- Alginate molecules are cross linked with a natural antioxidant ferulic acid, which makes the film not only strong, more rigid
 - food stays fresh longer due to the antioxidant components
 - stops the growth of viruses in food products
 - does not require any special equipment to produce
 - require a source of algae which is easily available

English9BR1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|---|
| English | 9 | English9BR1 | Text B Prose - Extract from The Story Of My Life Autobiography/Non-Fiction |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9BR1a | 1 | | | | 1 |
| English9BR1b | 1 | | | | 1 |
| English9BR12a | | 1 | | | 1 |
| English9BR12b | | 2 | | | 2 |
| English9BR13 | | | 5 | 5 | 10 |
| Total marks | 2 | 3 | 5 | 5 | 15 |

Item purpose

Question 5 assesses explicit understanding through multiple-choice questions. Question 6 assesses implicit understanding through short answer questions. Question 7 is an extended answer response which assesses the ability to make a personal analytical response to an unseen text.

Source(s)

Title: *The story of my life*

This is an extract from an autobiography by Helen Keller.

After I had recovered from my first experience in the water, I thought it great fun to sit on a big rock in my bathing-suit and feel wave after wave dash against the rock, sending up a shower of spray which quite covered me. I felt the pebbles rattling as the waves threw their ponderous weight against the shore; the whole beach seemed racked by their terrific onset, and the air throbbed with their pulsations.

- 5 The breakers would swoop back to gather themselves for a mightier leap, and I clung to the rock, tense, fascinated, as I felt the dash and roar of the rushing sea! I could never stay long enough on the shore. The tang of the untainted, fresh and free sea air

was like a cool, quieting thought, and the shells and pebbles and the seaweed with tiny living creatures attached to it never lost their fascination for me.

10 One day Miss Sullivan attracted my attention to a strange object which she had captured basking in the shallow water. It was a great horseshoe crab - the first one I had ever seen. I felt for him and thought it very strange that he should carry his house on his back. It suddenly occurred to me that he might make a delightful pet; so I seized him by the tail with both hands and carried him home.

15 This feat pleased me highly, as his body was very heavy, and it took all my strength to drag him half a mile. I would not leave Miss Sullivan in peace until she had put the crab in a trough near the well where I was confident he would be secure. But next morning I went to the trough, and lo, he had disappeared! Nobody knew where he had gone, or how he had escaped. My disappointment was bitter at the time; but little by little I came to realize that it was not kind or wise to force this poor dumb creature out of his element, and after a while I felt happy in the thought that perhaps he had returned to the sea.

Words - 352

Source information: book- The story of my life by Helen Keller (Great illustrated classics)
Chapter VIII

Published by: Laxmi Publications(P) LTD.(WWW.laxmipublications.com)

Printed at: Narain Print & Binder, Noida

<https://www.holloway.com/b/helen-keller-the-story-of-my-life?popover=%2Fg%2Fhelen-keller-the-story-of-my-life%2Fsections%2Fchapter-x>

Question

1(a) How does the author feel about the sea and its creatures?

- A. Repulsed
- B. Fascinated
- C. Attracted
- D. Happy

(1 mark)

Total mark 1

Mark scheme

Point based

1 (a) How does the author feel about the sea and its creatures?

Answer

Guidance

B. Fascinate

Award 1 mark for the correct answer.

Question

1(b) Why did Helen bring the Horseshoe crab home?

- A. She wanted to analyse and study it as a subject.
- B. She thought it would stay with her and give her company.
- C. She wanted to feel its body structure and habits.
- D. She thought that it might make a delightful pet.

(1 mark)

Total mark 1

Mark scheme

Point based

1 (b) Why did Helen bring the Horseshoe crab home?

Answer

Guidance

D. She thought that it might make a delightful pet.

Award 1 mark for the correct answer.

Question

2 (a) Which feat pleased Helen the most in the passage? .

(1 mark)
(Total marks 1)

Mark scheme

2 (a) Which feat pleased Helen the most in the passage?

Answer

Guidance

Dragging the horseshoe crab home.

Award 1 mark for the correct answer.

Question

2 (b) What made Helen's disappointment change into happiness.

(2 marks)
(Total marks 2)

Mark scheme

2 (b) What made Helen's disappointment change into happiness?

Answer

Guidance

- Helen realized that it was not kind or wise to force a poor dumb creature out of his element. Reward **2 marks** for clear response to the task.
- After a while she felt happy in the thought that perhaps the horseshoe crab had returned to the sea which was its home. Reward **1 mark** for a straightforward response / response over-reliant on lifting.
Reward **0 mark** for verbatim lifting /or incorrect response.

Question

3 How does Helen show that she enjoyed her visit to the ocean?

(10 marks)
(Total marks 10)

Level of response

The descriptors relate to AO3 (the first bullet) and AO4 (the second bullet). The AOs are evenly weighted, and responses marked holistically using the levels descriptors.

| Level | Descriptors | Mark |
|-------|--|------|
| 5 | <ul style="list-style-type: none">• A sustained critical analysis of the ways in which the writer achieves her effects• A sustained, convincing personal response to the task | 9-10 |
| 4 | <ul style="list-style-type: none">• A well-developed and clear analysis of the ways in which the writer achieves her effects• Clear, well-developed personal response to the task | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally reasonably developed explanation of some effects• Reasonably competent personal response to the task | 5-6 |
| 2 | <ul style="list-style-type: none">• Some straightforward comment on some features of the writing• Some evidence of a personal response, under-developed | 3-4 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a critical awareness• Limited awareness of the task | 1-2 |
| 0 | Nothing to reward | 0 |

3 How does Helen show that she enjoyed her visit to the ocean?

Indicative content

Students **may** comment on the following:

- She writes that it is 'great fun' to sit on a rock
- The words used to describe the waves reveal her sense of awe: e.g. 'shower of spray', 'terrific'

-
- The description of the power of the waves: e.g. 'throbbed with pulsations'
 - The use of sensuous diction: e.g. 'tang', 'fresh', 'cool'
 - The simile comparing the fresh air to a quieting thought
 - Her 'fascination' for the sea creatures
 - Her account of finding the crab and carrying it home
 - Her thoughts and feelings about the crab
 - The significance of the extract's final sentence.

English9BR3

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|---|
| English | 9 | English9BR3 | The Sound of Music Part 1 - Evelyn Glennie listens to sound without hearing it. |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9BR3 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

Title – The Sound of Music Part I - Evelyn Glennie listens to sound without hearing it.

It is intriguing to watch Evelyn function so effortlessly without hearing. In our two-hour discussion she never missed a word. “Men with bushy beards give me trouble,” she laughed.

- 5 “It is not just watching the lips, it’s the whole face, especially the eyes.” She speaks flawlessly with a Scottish lilt. “My speech is clear because I could hear till I was eleven,” she says. But that doesn’t explain how she managed to learn French and master basic Japanese.

As for music, she explains, “It pours in through every part of my body. It tingles in the skin, my cheekbones and even in my hair.” When she plays the xylophone, she can

10

sense the sound passing up the stick into her fingertips. By leaning against the drums, she can feel the resonances flowing into her body. On a wooden platform she removes her shoes so that the vibrations pass through her bare feet and up her legs.

Not surprisingly, Evelyn delights her audiences. In 1991 she was presented with the Royal Philharmonic Society's prestigious Soloist of the Year Award. Says master percussionist James Blades, "God may have taken her hearing but he has given her back something extraordinary.

What we hear, she feels — far more deeply than any of us. That is why she expresses music so beautifully."

15

Evelyn confesses that she is something of a workaholic. "I've just got to work ... often harder than classical musicians. But the rewards are enormous." Apart from the regular concerts, Evelyn also gives free concerts in prisons and hospitals. She also gives high priority to classes for young musicians. Ann Richlin of the Beethoven Fund for Deaf Children says, "She is a shining inspiration for deaf children. They see that there is nowhere that they cannot go."

20

Evelyn Glennie has already accomplished more than most people twice her age. She has brought percussion to the front of the orchestra, and demonstrated that it can be very moving. She has given inspiration to those who are handicapped, people who look to her and say, 'If she can do it, I can.' And, not the least, she has given enormous pleasure to millions.

Deborah Cowley

Source: Beehive, Textbook in English for Class IX (National Council of Education Research and Training)

Web link: <https://ncert.nic.in/ncerts/l/iebe102.pdf>, <https://ncert.nic.in/textbook.php>

Question

- 1 This extract is about the deaf musician Evelyn Glennie. It is taken from The Sound of Music text in the *Beehive* text book.
- Read the extract carefully, and use it to help you answer the following question.
- With reference to the whole text, explore how the writer shows admiration for Evelyn Glennie.
- In your answer, you should:
- describe what you learn about Evelyn
 - explain what the writer admires about her
 - comment on the words the writer uses in the extract to express her opinions about Evelyn.

(15 marks)
(Total marks 15)

Mark scheme

Level of response

With reference to the whole text, explore how the writer shows admiration for Evelyn Glennie.

In your answer, you should:

- describe what you learn about Evelyn
- explain what the writer admires about her
- comment on the words the writer uses in the extract to express her opinions about Evelyn.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks). The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks).

Mark answers holistically using the level descriptors in the table, arriving at a single mark out of 15. The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none"> • A sustained convincing personal response to the task • Much well-selected supporting reference • Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none"> • Clear, well-developed personal response to the task • A wide range of supporting references • Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none"> • Reasonably competent personal response • Use of supporting textual references • Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none"> • Some evidence of a personal response, under-developed • Some use of textual detail • Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none"> • Limited evidence of a personal response • Limited use of the text for support • Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- The writer's evident fascination: 'intriguing to watch'; 'speaks flawlessly'
- Evelyn's inspiring feats as a disabled percussionist
- The description of her playing the xylophone
- The reactions of her audiences
- Her selflessness: e.g. free concerts
- Comments on how inspiring she is
- Evelyn's self-acceptance and dedicated perseverance to defeat odds
- The defeating power that music exerts over fears, inabilities and weaknesses

English9SS1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|---------------------------------------|
| English | 9 | English9SS1 | Excerpt from Novel – The Glass Castle |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9SS11a | 1 | | | | 1 |
| English9SS11b | 1 | | | | 1 |
| English9SS12a | | 1 | | | 1 |
| English9SS12b | | 2 | | | 2 |
| English9SS13 | | | 5 | 5 | 10 |
| Total marks | 2 | 3 | 5 | 5 | 15 |

Item purpose

Question 5 assesses explicit understanding through multiple-choice questions. Question 6 assesses implicit understanding through short answer questions. Question 7 is an extended answer response which assesses the ability to make a personal analytical response to an unseen text.

Source(s):

Title: The Glass Castle

This extract has been taken from the novel The Glass Castle by Jeannette Walls.

“I never believed in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn’t afford expensive presents and they didn’t want us to think we weren’t as good as other kids who, on Christmas morning, found all sorts of fancy toys under the tree that were supposedly left by Santa Claus. So, they told us all about how other kids were deceived by their parents, how the toys the grown-ups claimed were made

by little elves wearing bell caps in their workshop at the North Pole actually had labels on them saying MADE IN JAPAN.

- 10 “Try not to look down on those other children,” Mom said. “It’s not their fault that they’ve been brainwashed into believing silly myths.”

Dad had lost his job at the gypsum, and when Christmas came that year, we had no money at all. On Christmas Eve, Dad took each one of us kids out into the desert night one by one.

“Pick out your favourite star”, Dad said.

- 15 “I like that one!” I said.

Dad grinned, “that’s Venus”, he said. He explained to me that planets glowed because reflected light was constant and stars twinkled because their light pulsed.

“I like it anyway” I said.

“What the hell,” Dad said. “It’s Christmas. You can have a planet if you want.”

- 20 And he gave me Venus.

Venus didn’t have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth’s, except it was super-hot-about 500 degrees or more. “So,” Dad said, “when the sun starts to burn out and Earth turns cold, everyone might want to move to Venus to get warm. And they’ll have to get permission from your descendants first.

We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. “Years from now, when all the junk they got is broken and long forgotten,” Dad said, “you’ll still have your stars.”

Source: <https://thoughtcatalog.com/koty-neelis/2015/06/31-of-the-most-beautiful-and-profound-passages-in-literature-youll-want-to-read-over-and-over-again/>

Question(s)

- 1 (a) According to the myth, who left fancy toys under the tree on Christmas morning?
- A. The children’s parents
 - B. Santa Claus
 - C. The little elves
 - D. The children’s friends

(1 mark)

- 1 (b) Re-read lines 1 – 11. Find a **one-word** synonym which describes how easily deceived the other children were. (1 mark)
- 2 (a) From lines 1 – 11, identify the evidence that undermines the Santa Claus myth. (1 mark)
- 2 (b) Give **two** reasons why the father gives the planet Venus as a present. (2 marks)
- 3 Explore how the writer portrays the parents in this extract.

In your answer, you should:

- comment on the language used to ridicule the myth of Santa Claus
- consider how the characters speak
- comment on the importance of the lesson about Venus.

Use references to the text to support your response.

(10 marks)

(Total marks 15)

Mark scheme

Point based

- 1 (a) According to the myth, who left fancy toys under the tree on Christmas morning?
- A. The children's parents.
 - B. Santa Claus.
 - C. The little elves
 - D. The children's friends.

Answer

Guidance

B. Santa Claus.

Award 1 mark for the correct answer.

1 (b) Re-read lines 1 – 11. Find a **one-word** synonym which describes how easily deceived the other children were.

Answer

Brainwashed

Guidance

Award 1 mark for the correct answer.

2 (a) From lines 1 – 7, identify the evidence that undermines the Santa Claus myth.

Answer

Labels which say MADE IN JAPAN

Guidance

Award 1 mark for the correct answer.

2 (b) Give **two** reasons why the father gives the planet Venus as a present.

Answer

- The parents couldn't afford expensive gifts
- The permanence of this gift compared to other children's toys
- A lesson about what is truly valuable

Guidance

Award 1 mark for each point, up to a maximum of 2 points.

Level of response

3. Explore how the writer portrays the parents in this extract.

In your answer, you should:

- comment on the language used to ridicule the myth of Santa Claus
- consider how the characters speak
- comment on the importance of the lesson about Venus.

Use references to the text to support your response.

The descriptors relate to AO3 (the first bullet) and AO4 (the second bullet). The AOs are evenly weighted, and responses marked holistically using the levels descriptors.

| Level | Descriptors | Mark |
|-------|---|------|
| 5 | <ul style="list-style-type: none"> • A sustained critical analysis of the ways in which the writer achieves her effects • A sustained, convincing personal response to the task | 9-10 |
| 4 | <ul style="list-style-type: none"> • A well-developed and clear analysis of the ways in which the writer achieves her effects • Clear, well-developed personal response to the task | 7-8 |
| 3 | <ul style="list-style-type: none"> • A generally reasonably developed explanation of some effects • Reasonably competent personal response to the task | 5-6 |
| 2 | <ul style="list-style-type: none"> • Some straightforward comment on some features of the writing • Some evidence of a personal response, under-developed | 3-4 |
| 1 | <ul style="list-style-type: none"> • Limited evidence of a critical awareness • Limited awareness of the task | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

- The writer uses an interesting way to talk about her parents' approach
- The tone of the passage is happy and joyful
- It reflects a practical approach by the parents as they could not afford expensive gifts
- They didn't want their children to have faith in silly myths
- At the same time, they are loving and caring too
- They create an imaginary world for their children owning a planet
- At the same time, they want their children to feel special also

English9NNS2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|----------|
| English | 9 | English9NNS2 | Packing |

| Item identity | AO1 marks | AO2 Marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9NNS2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

Packing

I SAID I'd pack.

I rather pride myself on my packing. Packing is one of those many things that I feel I know more about than any other person living. (It surprises me myself, sometimes, how many such things there are.) I impressed the fact upon George and Harris and told them that they had better leave the whole matter entirely to me. They fell into the suggestion with a readiness that had something uncanny about it. George spread himself over the easy-chair, and Harris cocked his legs on the table.

This was hardly what I intended. What I had meant, of course, was, that I should boss the job, and that Harris and George should potter about under my directions, I pushing them aside every now and then with, "Oh, you!" "Here, let me do it." "There you are, simple enough!" - really teaching them, as you might say. Their taking it in the way they did irritated me. There is nothing does irritate me more than seeing other people sitting about doing nothing when I'm working.

Source information: Packing, Chapter 7, Beehive Class IX text book.

Question

- 1 This extract is about preparing for a trip. It is taken from the story **Packing** (by Jerome K. Jerome) in the *Beehive* textbook.

Read the extract carefully and use it to help you answer to the following question.

With reference to the whole text, explore how Jerome makes his story amusing.

In your answer, you should:

- describe **two** particularly amusing incidents in the story
- explain why they are amusing
- comment on the ways in which Jerome presents amusing characters.

(15 marks)

(Total marks 15)

Total marks 15

Mark scheme

Level of response

- 1 This extract is about preparing for a trip. It is taken from the story **Packing** (by Jerome K. Jerome) in the *Beehive* textbook.

Read the extract carefully and use it to help you answer to the following question.

With reference to the whole text, explore how Jerome makes his story amusing.

In your answer, you should:

- describe **two** particularly amusing incidents in the story
- explain why they are amusing
- comment on the ways in which Jerome presents amusing characters.

Level descriptors for question 1

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks). The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks).

Mark answers holistically using the level descriptors in the table, arriving at a single mark out of 15. The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- The inexperienced packers create a lot of confusion and mess
- Incidents of packing, unpacking and repacking
- Amusing moments **such as**:
 - Jerome's obsession with the tooth brush, the squashing of the tomato and removing it with a teaspoon, packing pies at the bottom, smashing them;
 - upsetting salt over everything-it being silly and unusual;
 - things like scraping of butter from slippers, putting it in the kettle, then removing it from it, putting it on the chair, its sticking on Harris's back when he sits on it, removing it and packing it in a teapot
- Jerome's decision to volunteer the packing: his misguided pride in his packing skills
- The comedy of how it all turned into a horrible experience.

English9SAK3

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|---|
| English | 9 | English9SAK3 | Text B Non-fiction Novel Ancient Centres of Learning |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9SAK3a | 1 | | | | 1 |
| English9SAK3b | 1 | | | | 1 |
| English9SAK32a | | 1 | | | 1 |
| English9SAK32b | | 2 | | | 2 |
| English9SAK33 | | | 5 | 5 | 10 |
| Total marks | 2 | 3 | 5 | 5 | 15 |

Item purpose

Question 5 assesses explicit understanding through multiple-choice questions. Question 6 assesses implicit understanding through short answer questions. Question 7 is an extended answer response which assesses the ability to make a personal analytical response to an unseen text.

Source(s)

Text B

Ancient Centres of Learning

The author Pt Jawaharlal Nehru, in his book 'Discovery of India', talks about how education was imparted at various centres of learning in ancient times with special focus on Taxila University.

5 In the epic period we have frequent mention of some kind of forest universities, situated not far from a town or city, where students gathered round well-known scholars for training and education, which comprised a variety of subjects, including military training. These forest abodes were preferred so as to avoid the distractions of city life and enable the students to lead a disciplined and continent life. After some years of this training, they were supposed to go back and live as householders and citizens.

Benares has always been a centre of learning, but Benares does not appear to have been at any time anything like a university, such as existed then and later in other parts of India.

There were numerous groups there, consisting of a teacher and his disciples, and often between rival groups there was fierce debate and argument.

- 10 But in the north-west, near modern Peshawar, there was an ancient and famous university at Takshashila or Taxila. This was particularly noted for science, especially medicine, and the arts, and people went to it from distant parts of India. The Jataka stories are full of instances of sons of nobles and Brahmins travelling, unattended and unarmed, to Taxila to be educated. Probably students came also from Central Asia and Afghanistan, as it was conveniently
15 situated.

- 20 It was considered an honour and a distinction to be a graduate of Taxila. Physicians who had studied in the school of medicine there were highly thought of, and it is related that whenever Buddha felt unwell his admirers brought to him a famous physician who had graduated from Taxila. Panini, the great grammarian of the sixth-seventh century **B.C.**, is said to have studied there.

Taxila was thus a pre-Buddhist university and a seat of Brahminical learning. During the Buddhist period it became also a centre of Buddhist scholarship and attracted Buddhist students from all over India and across the border.

continent – adjective meaning ‘exercising restraint’

Source information: Excerpt from *Discovery of India* (Enriched Version)

By Jawaharlal Nehru

Question(s)

- 1 (a) Identify the meaning of the word ‘distractions’ as used in line 4.

- A. amenities
- B. disciplines
- C. attractions
- D. diversions

(1 mark)

- 1 (b) Select **one** word from the text which means the same as ‘place of living’.

(1 mark)

- 2 (a) What evidence does the writer give of the rivalry between groups at the Benares place of learning?

(1 mark)

2 (b) Explain the significance of the phrase ‘unattended and unarmed’ (line 14).
(2 marks)

3 Explore how the writer depicts centres of learning in ancient times.

In your answer, you should comment on:

- the features of the various centres of learning
- the language used to describe them.

Use references to the extract to support your response.

(10 marks)

(Total marks 15)

Mark scheme

Point based

1 (a) Identify the meaning of the word ‘distractions’ as used in line 4.

- A. amenities
- B. disciplines
- C. attractions
- D. diversions

Answer

diversions

Guidance

Award 1 mark for the correct answer.

1 (b) Select **one** word from the text which means the same as ‘place of living’.

Answer

abode

Guidance

Award 1 mark for the correct answer.

2 (a) What evidence does the writer give of the rivalry between groups at the Benares place of learning?

Answer

Guidance

Fierce debate / argument.

Award 1 mark for the correct answer.

Must include 'fierce' or a synonym for the word 'fierce'.

2 (b) Explain the significance of the phrase 'unattended and unarmed' (line 14).

Answer

- 'unattended' means alone/unaccompanied
- 'unarmed' means without weapons
- They felt safe / did not feel threatened.

Guidance

Award 1 mark for either of the first two bullets.

Award 1 mark for the third bullet, which provides the inference.

Maximum of 2 marks.

Level of response

3 Explore how the writer depicts centres of learning in ancient times.

In your answer, you should comment on:

- the features of the various centres of learning
- the language used to describe them.

Use references to the extract to support your response.

The descriptors relate to AO3 (the first bullet) and AO4 (the second bullet). The AOs are evenly weighted, and responses marked holistically using the levels descriptors.

| Level | Descriptors | Mark |
|-------|--|------|
| 5 | <ul style="list-style-type: none">• A sustained critical analysis of the ways in which the writer achieves her effects | 9-10 |
| 4 | <ul style="list-style-type: none">• A sustained, convincing personal response to the task• A well-developed and clear analysis of the ways in which the writer achieves her effects• Clear, well-developed personal response to the task | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally reasonably developed explanation of some effects• Reasonably competent personal response to the task | 5-6 |

| | | |
|---|---|-----|
| 2 | <ul style="list-style-type: none"> • Some straightforward comment on some features of the writing • Some evidence of a personal response, under-developed | 3-4 |
| 1 | <ul style="list-style-type: none"> • Limited evidence of a critical awareness • Limited awareness of the task | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Student should draw upon the following points:

- Provides an explanation of forest universities
- Not just academic study, but also military training
- Contrast between the 'distractions' of city life and 'disciplined continent' university life
- Not a university, Benares nonetheless has attributes such as 'fierce debate and argument'
- The words suggesting the prestigious status of Taxila, frequented by 'sons of nobles'
- Being a Taxila graduate 'an honour and distinction'
- The implications of a safe environment: travellers were 'unattended and unarmed'
- The allusion to the Buddha
- The vocabulary of learning in the final paragraph.

English9JV2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|-----------------------------------|
| English | 9 | English9JV2 | The Fun They Had – Beehive Reader |

| Item identity | AO1 marks | AO2 Marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9JV2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

Text B

The Fun They Had

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

- 5 Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, “Why would anyone write about school?”

Tommy looked at her with very superior eyes. “Because it’s not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago.” He added loftily, pronouncing the word carefully, “Centuries ago.”

10

Source: <https://freehomedelivery.net/wp-content/uploads/2016/12/NCERT-Class-9-English-Part-1.pdf>

Question

- 1 This extract is about preparing for a trip. It is taken from The Fun They Had story (by Isaac Asimov) in the *Beehive* textbook.

Read the extract carefully and use it to help you answer to the following question.

With reference to the whole text, explore how Asimov presents education in his story ‘The Fun They Had’.

In your answer, you should:

- describe how technology is used in the classroom
- explain the reactions of Margie and Thomas to their lessons
- comment on the ways in which Asimov presents Margie’s disappointment.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

This extract is about preparing for a trip. It is taken from The Fun They Had chapter in the *Beehive* textbook.

Read the extract carefully and use it to help you answer to the following question.

With reference to the whole text, explore how Asimov presents education in his story ‘The Fun They Had’.

In your answer, you should:

- describe how technology is used in the classroom
- explain the reactions of Margie and Thomas to their lessons

- comment on the ways in which Asimov presents Margie's disappointment.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks).

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks). The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none"> • A sustained convincing personal response to the task • Much well-selected supporting reference • Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none"> • Clear, well-developed personal response to the task • A wide range of supporting references • Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none"> • Reasonably competent personal response • Use of supporting textual references • Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none"> • Some evidence of a personal response, under-developed • Some use of textual detail • Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none"> • Limited evidence of a personal response • Limited use of the text for support • Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- The story presents a time when mechanical teachers have superseded human beings
- Margie's amazement and fascination for schools in the past
- Margie's yearning for interaction
- Her dislike of sole reliance on technology to deliver education
- Story has presented the future of schools yet it also highlights the negative impact of technology
- Mechanical teacher needs to be repaired and is boring.
- This makes Margie uninterested towards her school.

English9NS5

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|-------------------------------|
| English | 9 | English9NS5 | If I were You- Beehive Reader |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9NS5 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

Text B

Title – If I were you

(When the curtain rises Gerrard is standing by the table making a phone call. He is of medium height, and wearing horn-rimmed glasses . . . He is dressed in a lounge suit and a great coat. His voice is cultured.)

GERRARD: ... Well, tell him to phone up directly. I must know ... Yes, I expect I'll still be here, but you mustn't count on that ... In about ten minutes' time. Right-ho.
5 Goodbye.

(He puts down the phone and goes to the divan on the left, where there is a travelling bag, and starts packing. Whilst he is thus engaged, another man, similar in build to Gerrard enters from the right silently — revolver in hand. He is flashily dressed in an overcoat and a soft hat. He bumps accidentally against the table, and at the sound Gerrard turns quickly.)

GERRARD: (*pleasantly*) Why, this is a surprise, Mr— er—

INTRUDER: I'm glad you're pleased to see me. I don't think you'll be pleased for long. Put those paws up!

GERRARD: This is all very melodramatic, not very original, perhaps, but...

INTRUDER: Trying to be calm and — er —

GERRARD: 'Nonchalant' is your word, I think.

INTRUDER: Thanks a lot. You'll soon stop being smart. I'll make you crawl. I want to know a few things, see.

Source:

<https://freehomedelivery.net/wp-content/uploads/2016/12/NCERT-Class-9-English-Part-1.pdf>

Questions

- 1 This extract provides an introduction to Gerrard and the Intruder. It is taken from the text **If I Were You** (by Douglas James) in the *Beehive* text book.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how James portrays Gerrard in the play.

In your answer, you should:

- describe the situation Gerrard faces in the play
- explain what makes him so smart and confident
- comment on Gerrard's use of sarcasm.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

This extract provides an introduction to Gerrard and the Intruder. It is taken from the text **If I Were You** (by Douglas James) in the *Beehive* text book.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how James portrays Gerrard in the play.

In your answer, you should:

- describe the situation Gerrard faces in the play
- explain what makes him so smart and confident
- comment on Gerrard's use of sarcasm.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks).

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks). The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- Gerrard was a playwright, with a mysterious nature
- He was rarely seen by people, and led a very private life
- According to him, the only people who visited his house were the baker, greengrocer and the milkman
- He was smart, witty and confident
- He possessed the right mental agility to deal meticulously with a planned attack by an intruder
- Examples him not losing his cool, his humour and sarcasm
- He gives the intruder a dose of his own bitter medicine.
- Eventually, he saves himself and hands the trickster to the police.

English9PM5

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|--------------------------|
| English | 9 | English9PM5 | Text B - The Little Girl |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9PM5 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Text B – The Little Girl

To the little girl he was a figure to be feared and avoided. Every morning before going to work he came into her room and gave her a casual kiss, to which she responded with “Goodbye, Father”. And oh, there was a glad sense of relief when she heard the noise of the carriage growing fainter and fainter down the long road!

- 5 In the evening when he came home she stood near the staircase and heard his loud voice in the hall. “Bring my tea into the drawing-room... Hasn’t the paper come yet? Mother, go and see if my paper’s out there — and bring me my slippers.”

- 10 “Kezia,” Mother would call to her, “if you’re a good girl you can come down and take off father’s boots.” Slowly the girl would slip down the stairs, more slowly still across the hall, and push open the drawing-room door.

By that time he had his spectacles on and looked at her over them in a way that was terrifying to the little girl.

Source

Source: The Little Girl, *Beehive: A textbook in English for class IX*

Author: Katherine Mansfield

Question(s)

1 The extract introduces the little girl Kezia and her father. It is taken from the text *The Little Girl* (by Katherine Mansfield) in the *Beehive* text book.

With reference to the whole text, explore how Mansfield presents the relationship between Kezia and her father.

In your answer, you should:

- describe the father's main characteristics
- explain how Kezia's feelings for her father change
- comment on the ways in which Mansfield presents Kezia's initial fear of her father.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 The extract introduces the little girl Kezia and her father. It is taken from the text *The Little Girl* (by Katherine Mansfield) in the *Beehive* text book.

With reference to the whole text, explore how Mansfield presents the relationship between Kezia and her father.

In your answer, you should:

- describe the father's main characteristics
- explain how Kezia's feelings for her father change
- comment on the ways in which Mansfield presents Kezia's initial fear of her father.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks). The student's response must address the question to be awarded marks.

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks).

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- His strictness and speaking harshly to his daughter
- Her stutter when speaking to him
- Her relief when he went to work
- The incident of the torn papers
- Her feelings change from fear to understanding
- His strictness was a 'nice hardness', with no malice in it
- The father coming to his daughter's aid
- The care with which he carries her to the bed / rare display of affection
- The strengthened bond as she sees the compassion behind his strict demeanour.

English9MH2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|------------------------|
| English | 9 | English9MH2 | A Truly Beautiful Mind |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9MH2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

A Truly Beautiful Mind

A headmaster once told his father that what Einstein chose as a profession wouldn't matter, because "he'll never make a success at anything." Einstein began learning to play the violin at the age of six, because his mother wanted him to; he later became a gifted amateur violinist, maintaining this skill throughout his life.

- 5 But Albert Einstein was not a bad pupil. He went to high school in Munich, where Einstein's family had moved when he was 15 months old, and scored good marks in almost every subject. Einstein hated the school's regimentation, and often clashed with his teachers. At the age of 15, Einstein felt so stifled there that he left the school for good.

10

The previous year, Albert's parents had moved to Milan, and left their son with relatives. After prolonged discussion, Einstein got his wish to continue his education in German-speaking Switzerland, in a city which was more liberal than Munich.

Einstein was highly gifted in mathematics and interested in physics, and after finishing school, he decided to study at a university in Zurich. But science wasn't the only thing that appealed to the dashing young man with the walrus moustache.

Source: Taken from A Truly Beautiful Mind in the *Beehive* text book.

Question

1

The extract is from a biography about the genius Albert Einstein. It is taken from A Truly Beautiful Mind in the *Beehive* text book.

Read the extract carefully and use it to help you answer the question.

With reference to the whole text, explore how the writer conveys Einstein's genius.

In your answer, you should:

- describe what you learn of his time at school and university
- explain what made him so gifted
- comment on the ways in which the writer conveys his special talents.

(15 marks)

(Total mark 15)

Mark scheme

Level of response

The extract is from a biography about the genius Albert Einstein. It is taken from A Truly Beautiful Mind in the *Beehive* text book.

Read the extract carefully and use it to help you answer the question.

With reference to the whole text, explore how the writer conveys Einstein's genius.

In your answer, you should:

- describe what you learn of his time at school and university
- explain what made him so gifted
- comment on the ways in which the writer conveys his special talents.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks).

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks). The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- He was brilliant in whatever he liked to do - mathematics, physics and playing the violin
- He flourished in University where he was allowed to immerse himself in his area of interest rather than get distracted by miscellaneous subjects

-
- He was perceptive - aware of the dangers of his discoveries
 - His involvement in politics to advocate peace
 - He invented his own ideas while assessing others' inventions
 - His above qualities were dismissed in school - example of headmaster's comment on his future
 - Highlights how schools don't cater to an individualistic cognitive development
 - He was different and, thus, misunderstood.

English9JSM2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|------------------|
| English | 9 | English9JSM2 | The Bond of Love |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9JSM2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

Text B

The Bond of Love

I WILL begin with Bruno, my wife's pet sloth bear. I got him for her by accident.

Two years ago we were passing through the sugarcane fields near Mysore. People were driving away the wild pigs from the fields by shooting at them. Some were shot and some escaped. We thought that everything was over when suddenly a black sloth bear came out panting in the hot sun.

5

Now I will not shoot a sloth bear wantonly but, unfortunately for the poor beast, one of my companions did not feel that way about it, and promptly shot the bear on the spot.

As we watched the fallen animal we were surprised to see that the black fur on its back moved and left the prostrate body. Then we saw it was a baby bear that had been riding on its mother's back when the sudden shot had killed her. The little creature ran around its prostrate parent making a pitiful noise.

10 I ran up to it to attempt a capture. It scooted into the sugarcane field. Following it with my companions, I was at last able to grab it by the scruff of its neck while it snapped and tried to scratch me with its long, hooked claws.

We put it in one of the gunny-bags we had brought and when I got back to Bangalore I duly presented it to my wife. She was delighted! She at once put a coloured ribbon around its neck, and after discovering the cub was a 'boy' she christened it Bruno.

15 Bruno soon took to drinking milk from a bottle. It was but a step further and within a very few days he started eating and drinking everything else.

Source: <https://freehomedelivery.net/wp-content/uploads/2016/12/NCERT-Class-9-English-Part-1.pdf>

Question

1

This extract, by Kenneth Anderson, is about a friendship between a human being and a wild animal. It is taken from *The Bond of Love* in the *Beehive* text book.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how Anderson portrays the relationship between the bear and the humans in the story.

In your answer, you should:

- describe how Bruno became a pet sloth bear
- explain the dangers the bear faced in the author's home
- comment on the ways in which the author presents the friendship between the bear and the author's wife.

(15 marks)
(Total marks 15)

Mark scheme

Level of response

This extract, by Kenneth Anderson, is about a friendship between a human being and a wild animal. It is taken from **The Bond of Love** in the *Beehive* text book.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how Anderson portrays the relationship between the bear and the humans in the story.

In your answer, you should:

- describe how Bruno became a pet sloth bear
- explain the dangers the bear faced in the author's home
- comment on the ways in which the author presents the friendship between the bear and the author's wife.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks).

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks). The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- Orphaned sloth bear rescued by the author
- Mischievous, playful temperament
- He learnt tricks: e.g. pointing a stick as if it were a gun
- Brought up like a child by the author's wife / treated like a family member
- The mutual bond between her and Bruno/Baba
- His pain when sent to the zoo
- He frets, refuses to eat and becomes very thin
- He cries bitterly after the wife visits him at the zoo
- The happy ending.

English9AM2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|-----------|
| English | 9 | English9AM2 | Kathmandu |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9AM2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

The question assesses the learner's retention and understanding of the text. It aims at gauging the learner's ability to draw contrast between different things, analyse the text and critically comment on it.

Source

| | |
|----|--|
| | Text B Kathmandu At the Baudhnath stupa, the Buddhist shrine of Kathmandu, there is, in contrast, a sense of stillness. Its immense white dome is ringed by a road. Small shops stand on its outer edge: many of these are owned by Tibetan immigrants; felt bags, Tibetan prints and silver jewellery can be bought here. There are no crowds: this is a haven of quietness in the busy streets around. Kathmandu is vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards; shops selling Western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques. Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows low questioningly at motorcycles, vendors shout out their wares. I indulge myself mindlessly: buy a bar of marzipan, a corn- on-the-cob roasted in a charcoal brazier on the pavement (rubbed with salt, chilli powder and lemon); a couple of love story comics, and even a <i>Reader's Digest</i> . All this I wash down with Coca Cola and a nauseating orange drink, and feel much the better for it. |
| 5 | |
| 10 | |

Source: <https://freehomedelivery.net/wp-content/uploads/2016/12/NCERT-Class-9-English-Part-1.pdf>

By Vikram Seth

Question

- 1 This extract, from travel book *Heaven Lake*, by Vikram Seth, describes his trip to Kathmandu. It is taken from the Kathmandu chapter of the Beehive textbook.

Read the extract carefully and use it to help you answer the following question.

With reference to the complete extract in the textbook, explore the vivid impressions Seth gives of Kathmandu.

In your answer, you should:

- describe Seth's visit to Kathmandu
- explain his thoughts and feelings about the place
- comment on the vivid language he uses to describe Kathmandu.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 This extract, from travel book *Heaven Lake*, by Vikram Seth, describes his trip to Kathmandu. It is taken from the Kathmandu chapter of the Beehive textbook.

Read the extract carefully and use it to help you answer the following question.

With reference to the complete extract in the textbook, explore the vivid impressions Seth gives of Kathmandu.

In your answer, you should:

- describe Seth's visit to Kathmandu
- explain his thoughts and feelings about the place
- comment on the vivid language he uses to describe Kathmandu.

Level descriptors

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks). The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks).

Mark answers holistically using the level descriptors in the table, arriving at a single mark out of 15. The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- Pashupatinath temple – noisy, chaotic and complex
- Lack of discipline – tourists pushing to the front, saffron clad Westerners trying to enter, attention seeking and uncooperative worshippers, unhygienic surroundings with examples
- Baudhnath stupa – haven of quietness
- No crowds maintained the serenity and sanctity of the shrine
- A place for all types of people – every race, ethnicity and culture welcome
- Noisy and busy streets, narrow lanes and roads, hawkers and sellers of various products huddle together in the same market
- Various sounds can be heard – cars, radio, motorcycles, vendors, people and
- Place full of activity and life
- Music is the binding force and unites people of all regions and countries

English9SK3

This example assessment item illustrates the type of approach that is taken to end of class assessments for CBSE schools.

| Subject | Class | Question reference/filename | Set text |
|---------|-------|-----------------------------|------------------------|
| English | 9 | English9SK3 | The Adventures of Toto |

AO coverage

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9SK3 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

The Adventures of Toto

By Ruskin Bond

GRANDFATHER bought Toto from a tonga-driver for the sum of five rupees. The tonga-driver used to keep the little red monkey tied to a feeding-trough, and the monkey looked so out of place there that Grandfather decided he would add the little fellow to his private zoo.

- 5 Toto was a pretty monkey. His bright eyes sparkled with mischief beneath deep-set eyebrows, and his teeth, which were a pearly white, were very often displayed in a smile that frightened the life out of elderly Anglo-Indian ladies. But his hands looked dried-up as though they had been pickled in the sun for many years. Yet his fingers were quick and wicked; and his tail, while adding to his good looks (Grandfather believed a tail would add to anyone's good looks), also served as a third hand. He could use it to hang from a branch; and it was capable of scooping up any delicacy that might be out of reach of his hands.
- 10

Source information: English Moments textbook, Chapter 2

<https://freehomedelivery.net/wp-content/uploads/2016/12/NCERT-Class-9-English-Part-2.pdf>

Question

1 This extract is about Toto, a mischievous pet. It is taken from **The Adventures of Toto** chapter in the *English Moments* textbook.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how Bond portrays Toto.

In your answer, you should:

- describe Toto's appearance
- explain how what others think of Toto
- comment on the language Bond uses to portray Toto.

(15 marks)

(Total marks 15)

Mark scheme

This extract is about Toto, a mischievous pet. It is taken from **The Adventures of Toto** chapter in the *English Moments* textbook.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how Bond portrays Toto.

In your answer, you should:

- describe Toto's appearance
- explain how what others think of Toto
- comment on the language Bond uses to portray Toto.

Levels of response

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks). The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks).

Mark answers holistically using the level descriptors in the table, arriving at a single mark out of 15. The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

Level descriptors

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference | 13-15 |

| | | |
|---|---|-------|
| | <ul style="list-style-type: none"> Comprehensive understanding of the text and layers of meaning | |
| 4 | <ul style="list-style-type: none"> Clear, well-developed personal response to the task A wide range of supporting references Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none"> Reasonably competent personal response Use of supporting textual references Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none"> Some evidence of a personal response, under-developed Some use of textual detail Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none"> Limited evidence of a personal response Limited use of the text for support Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- Toto was pretty
- Eyes ‘sparkled with mischief’
- Fingers ‘quick and wicked’
- Its first notable act of damaging the ornamental wallpaper
- The grandfather is indulgent towards Toto
- The humour of the bag with Toto securely inside rolling on the floor
- Toto’s head appearing from the bag – and having to buy a train ticket for it
- The comic idea of a monkey taking a bath
- Tearing the aunt’s dress
- Stealing the large dish of *pullao*
- Toto too high maintenance – had to be sold back to the tonga driver

English9SM1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|-------------------------------|
| English | 9 | English9SM1 | I am Malala |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9SM1a | 1 | | | | 1 |
| English9SM1b | 1 | | | | 1 |
| English9SM12a | | 1 | | | 1 |
| English9SM12b | | 2 | | | 2 |
| English9SM13 | | | 5 | 5 | 10 |
| Total marks | 2 | 3 | 5 | 5 | 15 |

Item purpose

Question 5 assesses explicit understanding through a multiple-choice question. Question 6 assesses implicit understanding through short answer questions. Question 7 is an extended answer response which assesses the ability to make a personal analytical response to an unseen text.

Source(s)

Title: I am Malala

This is from a book review by Jerome Davies.

- 5 “Education is education. We should learn everything and then choose which path to follow.” Education is neither Eastern nor Western, it is human.” Malala Yousafzai, a Pakistani teenage girl, publicly spoke up in favor of female education and was shot in the head by the Taliban, in an apparent attempt to silence her. She survived. The near-fatal attack gave her a global voice that she has been using to continue her fight for female education, on a global scale. Her fight earned her a Nobel Prize when she was 17; this makes her the youngest Nobel Prize winner of all times. In her gripping book *I Am Malala*, Yousafzai tells a story of bravery, strength, and conviction.

10

The circumstances that brought Malala to the front of the international scene on women's education are tragic; they involved the takeover of Pakistan by the Taliban, being forbidden to attend school because of her gender and being shot in the head in 2012, at the age of 15, for voicing her opinion. These are circumstances that many would not be able to deal with; most would abandon the fight long before being shot. But Malala did not budge.

Malala was born and raised in Pakistan. Her father founded the local school she attended growing up. From a young age, Malala demonstrated strong character and soon began asking her father why women were being treated so poorly in Pakistan.

The book is a fast read and is written in a very accessible way. Malala uses humour in the book that helps relieve the tension of the situation she is living through. Her book should be used in classes around the world. It is extremely powerful, and Malala is someone we can all learn from. The fight is still going on and needs our attention, and Malala's book is a testament to the power each one of us has to make the world a more equal place.

322 words

Source information: <https://freelymagazine.com/2018/02/14/book-review-i-am-mahala/>

Question(s)

1 (a) Identify the synonym for 'conviction' as used in line 8.

- A. persuasion
- B. faith
- C. survival
- D. disbelief

(1 mark)

1 (b) Select **one** word from the text which means the same as **absorbing**.

(1 mark)

2 (a) Give **one** reason for the attack on Malala.

(1 mark)

2 (b) Give **two** opinions the writer has for saying Malala's book is 'extremely powerful'.

(2 marks)

3 Explore how the writer shows his admiration for Malala.

In this answer, you may comment on:

- the qualities he thinks are admirable
- the language he uses to describe her.

Use references to the text to support your answer.

(10 marks)

(Total marks 15)

Mark scheme

Point based

1 (a) Identify the synonym for 'conviction' as used in line 8.

- A. persuasion
- B. faith
- C. survival
- D. disbelief

Answer

Guidance

B. faith

Award 1 mark for the correct answer.

1 (b) Select **one** word from the text which means the same as **absorbing**.

Answer

Guidance

Gripping (line 6)

Award 1 mark for the correct answer.

2 (a) Give **one** reason for the attack on Malala.

Answer

Guidance

- She publicly spoke in favour of female education
- She voiced her opinion.

Award 1 mark for either answer.

Do not accept verbatim copying of whole sentences, The student needs to select the relevant part.

2 (b) Give **two** opinions the writer has for saying Malala's book is 'extremely powerful'.

Answer

Guidance

- Uses humour to relieve tension
- Has lessons we can all learn from
- Testament to the power each of us has to make the world more equal

Award 1 mark for each correct answer, up to a maximum of 2 marks.

Level of response

3 Explore how the writer shows his admiration for Malala.

In this answer, you may comment on:

- the qualities he thinks are admirable
- the language he uses to describe her.

Use references to the text to support your answer.

The descriptors relate to AO3 (the first bullet) and AO4 (the second bullet). The AOs are evenly weighted, and responses marked holistically using the levels descriptors.

| Level | Descriptors | Mark |
|-------|--|------|
| 5 | <ul style="list-style-type: none">• A sustained critical analysis of the ways in which the writer achieves her effects• A sustained, convincing personal response to the task | 9-10 |
| 4 | <ul style="list-style-type: none">• A well-developed and clear analysis of the ways in which the writer achieves her effects• Clear, well-developed personal response to the task | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally reasonably developed explanation of some effects• Reasonably competent personal response to the task | 5-6 |
| 2 | <ul style="list-style-type: none">• Some straightforward comment on some features of the writing• Some evidence of a personal response, under-developed | 3-4 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a critical awareness• Limited awareness of the task | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

- The use of abstract nouns to celebrate her story of 'bravery, strength, and conviction'.
- A brave young girl who decides to break the shackles of a religious, male-dominated society
- She continued to speak out even after 'an apparent sense to silence her'
- Her belief in the transformative power of education
- The cruelty of the attack on a 15-year-old, and the sympathy for her
- The 'tragic' circumstances that led to the attack
- The irony of her subsequent global fame
- The use of superlative in 'youngest Nobel Prize winner of all times'
- Malala's firmness of spirit that cannot be crushed / her stubbornness: 'She would not budge.'
- Her early awareness of the inequality: 'why women were being treated so poorly...'
- Her ability to use humour after all she has been through.

English9SAK2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|------------------|
| English | 9 | English9SAK2 | The Happy Prince |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9SAK2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

Text B

The Happy Prince

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little swallow was filled with pity.

“Who are you?” he said.

5

“I am the Happy Prince.”

“Why are you weeping then?” asked the swallow. “You have quite drenched me.”

10

“When I was alive and had a human heart,” answered the statue, “I did not know what tears were for, I liked in the Palace where sorrow is not allowed to enter. My courtiers called me the Happy Prince, and happy indeed I was. So I liked, and so I died. And now that I am dead they have set me up here so high that I can see the

ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep.”

- 15 “What! Is he not solid gold?” said the swallow to himself. He was too polite to make any personal remarks.

- 20 “Far away,” continued the statue in a low musical voice, “far away in a little secret street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn, and she has coarse, red hands, all pricked by the needle, for she is a seamstress. She is embroidering flowers on a satin gown for the loveliest of the Queen’s maids of honour, to wear at the next Court ball. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking his mother to give him oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword hilt? My feet are fastened to this pedestal and I cannot move.”

Source information: <https://freehomedelivery.net/wp-content/uploads/2016/12/NCERT-Class-9-English-Part-2.pdf>

Question

1 This extract is dialogue between the Happy Prince and the swallow. It is taken from **The Happy Prince** story in the *Beehive* text book.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how Wilde makes *The Happy Prince* such a magical story.

In your answer, you should:

- describe the meeting of the Little Prince and the swallow
- explain the significance of the story
- comment on the ways in which Wilde brings out the magical qualities of the story.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 This extract is dialogue between the Happy Prince and the swallow. It is taken from **The Happy Prince** story in the *Beehive* text book.

Read the extract carefully and use it to help you answer the following question.

With reference to the whole text, explore how Wilde makes *The Happy Prince* such a magical story.

In your answer, you should:

- describe the meeting of the Little Prince and the swallow
- explain the significance of the story
- comment on the ways in which Wilde brings out the magical qualities of the story.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks).

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks). The student's response must address the question to be awarded marks.

Do not take into account spelling and punctuation errors. This is an assessment of Literature.

| Level | Descriptors | Mark |
|--------------|--|-------------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- The meeting between the swallow and the statue
- The prince's awareness of poverty and the ugliness of the city

-
- His sympathy for the seamstress and her sick little boy
 - The cold and hungry young man in the garret
 - The match girl
 - The prince's kindness in giving the ruby and sapphires
 - The satisfaction arising from doing a good deed
 - The contrast between the lives of the rich and poor
 - His heartbreak when the swallow dies of the severe cold
 - The message of God to an angel at the end of the story.

English9NB3

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|--------------------------|
| English | 9 | English9NB3 | The Snake and the Mirror |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9NB3 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Item purpose

This is an extended answer question that is assessed using levels descriptors and focuses primarily on the student giving a personal response to the whole text. The question directs students to focus on a key aspect of the text; three bullet points are designed to support students in answering the question. An extract is provided for students to use a starting point for their response, but they need to refer to other parts of the text in their answer.

Source

The Snake and the Mirror

Even so I thought I would turn around and take a look. No sooner had I turned than a fat snake wriggled over the back of the chair and landed on my shoulder. The snake's landing on me and my turning were simultaneous.

I didn't jump. I didn't tremble. I didn't cry out. There was no time to do any such thing. The snake slithered along my shoulder and coiled around my left arm above the
5 elbow. The hood was spread out and its head was hardly three or four inches from my face!

It would not be correct to say merely that I sat there holding my breath. I was turned to stone. But my mind was very active. The door opened into darkness. The room

10

was surrounded by darkness. In the light of the lamp I sat there like a stone image in the flesh.

I felt then the great presence of the creator of this world and this universe. God was there. Suppose I said something and he did not like it ... I tried in my imagination to write in bright letters outside my little heart the words, 'O God'.

15

There was some pain in my left arm. It was as if a thick leaden rod — no, a rod made of molten fire — was slowly but powerfully crushing my arm. The arm was beginning to be drained of all strength. What could I do?

At my slightest movement the snake would strike me! Death lurked four inches away. Suppose it struck, what was the medicine I had to take? There were no medicines in the room. I was but a poor, foolish and stupid doctor. I forgot my danger and smiled feebly at myself.

Source: Beehive NCERT Textbook

<https://freehomedelivery.net/wp-content/uploads/2016/12/NCERT-Class-9-English-Part-1.pdf>

Question

- 1 The Snake and the Mirror is a humorous story about a doctor, a snake and a mirror. It is from the *Beehive* text book.

Read the extract carefully and use it to help answer the following question.

With reference to the whole text, explore how the writer makes the story of *The Snake and the Mirror* so amusing.

In your answer, you should:

- describe two or three moments you find amusing
- explain why they are amusing
- comment on the ways in which the narrator is portrayed.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 The Snake and the Mirror is a humorous story about a doctor, snake and a mirror. It is from the *Beehive* text book.

Read the extract carefully and use it to help answer the following question.

With reference to the whole text, explore how the writer makes the story of *The Snake and the Mirror* so amusing.

In your answer, you should:

- describe two or three moments you find amusing
- explain why they are amusing
- comment on the ways in which the narrator is portrayed.

Level descriptors for question 4

Note that the first and second bullets refer to the dominant AO4 (weighted at 10 out of the 15 marks).

The third bullet refers to both AO1 and AO2 (weighted together at 5 out of the 15 marks).

| Level | Descriptors | Mark |
|-------|--|-------|
| 5 | <ul style="list-style-type: none">• A sustained convincing personal response to the task• Much well-selected supporting reference• Comprehensive understanding of the text and layers of meaning | 13-15 |
| 4 | <ul style="list-style-type: none">• Clear, well-developed personal response to the task• A wide range of supporting references• Clear understanding of the text and its deeper implications | 10-12 |
| 3 | <ul style="list-style-type: none">• Reasonably competent personal response• Use of supporting textual references• Understanding of some key ideas | 7-9 |
| 2 | <ul style="list-style-type: none">• Some evidence of a personal response, under-developed• Some use of textual detail• Some grasp of key ideas | 4-6 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a personal response• Limited use of the text for support• Limited evidence of understanding | 1-3 |
| 0 | Nothing to reward. | 0 |

Indicative content

Students **may** comment on the following points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- The doctor sat like a stone
- Felt the presence of creator
- Started thinking about medicine he would take
- The mirror attracted the snake
- It uncoiled itself and started looking into the mirror
- It seemed to be appreciating its beauty
- The doctor thought that the snake was a male thinking to grow a moustache
- A female deciding to use a mascara or eye shadow
- The snake moved towards the mirror to enjoy its reflection at close quarters
- Gives the opportunity to the doctor to run
- The role the mirror played in saving his life

English9MH1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--------------------------------------|
| English | 9 | English9MH1 | Text B - Travel Blog, Travel Writing |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9MH1a | 1 | | | | 1 |
| English9MH1b | 2 | | | | 2 |
| English9MH12 | | 2 | | | 2 |
| English9MH13 | | | 1 | 1 | 2 |
| English9MH14 | 4 | 4 | | | 8 |
| Total marks | 7 | 6 | 1 | 1 | 15 |

Item purpose

Questions 1 – 3 are either MCQ or short answer questions. Questions 1 and 2 assess explicit and implicit understanding respectively. Question 3 requires a brief personal response to an aspect of language. Question 4 is an extended answer question testing the ability to summarise key points in students' own words as far as possible within a specified word limit.

Source(s)

Text B – Travel Writing

Nomadic Matt is a popular travel blogger who not only provides extensive information about travelling to various destinations but also tries to instil a love for travelling into non-believers. Here is an extract from one of his blogs about why travelling should be done NOW.

- 5 As the sun rises on a new year, we look out on the horizon and commit to be a better version of ourselves. *This* year we will travel more. We ponder the exotic locations we hope to find ourselves in. We think of the adventures we'll go on and the people we'll meet. We begin to formulate plans, research trips, and save money. But, as the year progresses, most of us will abandon those dreams, forever pushing them off as life throws us curveballs and seems to want to get in our way. You'll find a reason why today just isn't the right day. "Tomorrow," we'll say to ourselves. "Today isn't perfect, and I just have too many things to do. Now is not the right time."

- 10 The right time is when we have more money, more time off, or when things aren't so "crazy." *Then* we'll be able to travel. We just need the stars to align a little more. But here's a secret: there's *never* going to be a right time to travel. The idea that the stars will align and you'll find the perfect day to step out of your door and into the world is fantasy. Today might not be the perfect day — but neither is tomorrow.
- 15 Tomorrow, you'll find another excuse why you can't go. Tomorrow, there will still be more bills to pay. Tomorrow, there still won't be "enough" money. Tomorrow, there will still be someone's wedding or birthday party to attend. Tomorrow, there will still be more planning to do. Tomorrow, people you know will still sow the seeds of doubt in your head. Tomorrow, you'll still worry about all the bad stuff that might happen to you. Tomorrow, you still won't know if you're making the right decision. Tomorrow, you will still second-guess yourself. Tomorrow, something else will come up and you'll say to yourself, "Today isn't the right day. Let's try again tomorrow."
- 20

Tomorrow will never be perfect.

Because there is no such thing as perfection.

Source information: <https://www.nomadicmatt.com/travel-blogs/there-is-no-tomorrow-in-travel/>

Question

1(a) What is the meaning of the word 'exotic' in the above passage?

- A. Unknown
- B. Impressive
- C. Attractive
- D. Popular

(1 mark)

(Total mark 1)

Mark scheme

1 (a) What is the meaning of the word 'exotic' in the above passage?

- A. Unknown
- B. Impressive
- C. Attractive
- D. Popular

Answer

A. Unknown

Guidance

Award 1 mark for the correct answer.

Question

- 1(b) From paragraph 2, identify **two** excuses that the writer says people give to avoid travelling 'now'.

(2 marks)

(Total marks 2)

Mark scheme

1 (b) From paragraph 2, identify **two** excuses that the writer says people give to avoid travelling 'now'.

Answer

- They need to save more money
- They need more time off
- They need a time when things are less crazy

Guidance

Award 1 mark for each point, up to a maximum of 2 marks.

Question

- 2 From lines 1 – 3, give **two** things that the writer says we associate with the dawning of a new year.

(2 marks)

(Total marks 2)

Mark scheme

2 From lines 1 – 3, give **two** things that the writer says we associate with the dawning of a new year.

Answer

- Committing to become a better version of ourselves / a better person
- Thinking about travel / exotic locations
- Planning adventures

Guidance

Award 1 mark for each point, up to a maximum of 2 marks.

Question

- 3 Explain what is meant by 'We just need the stars to align a little more'.
(2 marks)
(Total marks 2)

Mark scheme

3 Explain what is meant by 'We just need the stars to align a little more' (line @@).

Answer

- Before we can go on holiday
- All the pieces need to fall in place / be completely in order – be absolutely right

Guidance

Award 2 marks for a clear explanation.
Award 1 mark for a partial explanation.
Award 0 mark for misunderstanding / incorrect answer.

Question

- 4 Re-read the text.
Summarise the writer's views about how people put off travelling.
Write in your own words as far as possible. Write no more than 120 words.
(8 marks)
(Total marks 8)
Total marks 15

Mark scheme

Level of response

4 Tomorrow will never be perfect.'

By ending the blog on this note, the author is trying the readers to shed their inhibition of travelling. Do you agree? What other arguments does the author provide to motivate the readers to travel?

The answer is marked holistically, using the following level descriptors. The need for students to express their understanding concisely is reflected in the second part of Bullet 1. Excessively long responses are unlikely to go higher than 5 marks because of the loss of focus on the task (even where a range of points are generally expressed in own words)

Level descriptors

| Level | Descriptors | Mark |
|-------|--|------|
| 4 | <ul style="list-style-type: none"> • Clear understanding of text, with mostly clear focus • A wide range of points, expressed in own words for the most part | 7-8 |
| 3 | <ul style="list-style-type: none"> • Text generally understood, and task generally addressed • A range of points, generally expressed in own words | 5-6 |
| 2 | <ul style="list-style-type: none"> • Evidence of some understanding, with some focus on the task • A grasp of some relevant points, with occasional use of own words | 3-4 |
| 1 | <ul style="list-style-type: none"> • Little understanding of text and/or task • Simple points, lifted from the text | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students may draw upon the following:

- New year resolutions involve good intentions / planning / research
- These resolutions vanish as the year progresses
- Excuses are made to postpone plans as given in the text.
- The myriad of possibilities that may happen 'tomorrow' as given in the text
- Correlation between 'nothing is perfect' and 'tomorrow never comes'
- The tendency towards procrastination / putting things off in the hope that tomorrow will be better
- Importance of the present
- Recognising that travel is as essential in life as any other factor/event.

English9BR2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|--------------------------|
| English | 9 | English9BR2 | Literature Poetry - Wind |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9BR21a | 1 | | | | 1 |
| English9BR21b | 2 | | | | 2 |
| English9BR22 | | 2 | | | 2 |
| English9BR23 | | | 10 | | 10 |
| Total marks | 3 | 2 | 10 | 0 | 15 |

Item purpose

Questions 1 and 2 assess explicit and implicit understanding respectively in MCQ or short answer questions. Question 3 is an extended response question which assesses the ability to analyse a poet's use of language and structure in conveying their ideas. The question directs students to focus on a key aspect of the poem; two bullet points are designed to support students in answering this main question. The final sentence of the question reminds students to use references to the text to support their response.

Source(s)

Title - Wind by Subramania Bharti (translated from the Tamil by A.K. Ramanujan)

Wind, come softly.

Don't break the shutters of the windows.

Don't scatter the papers.

5 Don't throw down the books on the shelf.

There, look what you did — you threw them all down.

- You tore the pages of the books.
You brought rain again.
You're very clever at poking fun at weaklings.
- 10 Frail crumbling houses, crumbling doors, crumbling rafters,
crumbling wood, crumbling bodies, crumbling lives,
crumbling hearts —
the wind god winnows and crushes them all.
He won't do what you tell him.
- 15 So, come, let's build strong homes,
Let's joint the doors firmly.
Practise to firm the body.
Make the heart steadfast.
Do this, and the wind will be friends with us.
- 20 The wind blows out weak fires.
He makes strong fires roar and flourish.
His friendship is good.
We praise him every day.

Source: Beehive, Textbook in English for Class IX. The sound of music (Chapter 2)

Web link- <https://ncert.nic.in/textbook.php> <https://cdn1.byjus.com/wp-content/uploads/2019/11/NCERT-Book-for-Class-9-English-Poem-Wind.pdf>



The sound of
music.pdf

Question

- 1(a) Identify the poetic device used in these lines taken from the poem:

Don't break the shutters of the windows.

Don't scatter the papers.

Don't throw down the books on the shelf.

A. Anagram

- B. Anaphora
- C. Antithesis
- D. Allusion

(1 mark)

Total mark 1

Mark scheme

Point based

1 (a) Identify the poetic device used in these lines taken from the poem.

Don't break the shutters of the windows.

Don't scatter the papers.

Don't throw down the books on the shelf.

Answer

B. Anaphora

Guidance

Award 1 mark for the correct answer.

Question

1(b) Identify **two** examples of the negative impact the wind has on people.

(2 marks)

Total marks 2

Mark scheme

Point based

1 (b) Give **two** examples of the negative impact the wind has on people.

Answer

- It pokes fun at weaklings
- It crumbles (or crushes) bodies / hearts
- It crumbles lives

Guidance

Award 1 mark for each correct point, up to a maximum of 2.

Accept words from the text or own words
(e.g. 'It destroys lives.')

Question

- 2 Re-read lines 13-22. Give **two** things that people have to do in order to 'be friends' with the wind.

(2 marks)

(Total marks 2)

Mark scheme

- 2 Give **two** things that people have to do in order to 'be friends' with the wind.

Answer

- Build strong homes
- Joint doors firmly
- Firm / strengthen the body
- Make the heart steadfast

Guidance

Award 1 mark for each correct point up to a maximum of 2.

Accept words from the text or own words
(e.g. 'Strengthen the heart.')

Question

- 3 How does the poet vividly portray the wind and its effect on people?

In your answer, you may consider:

- The language used to describe the destructive qualities of the wind
- The way the poet addresses the wind
- The structure of the poem.

Make references to the poem to support your response

(10 marks)

(Total marks 10)

Mark scheme

3 How does the poet vividly portray the wind and its effect on people?

In your answer, you may consider:

- The language used to describe the destructive qualities of the wind
- The way the poet addresses the wind
- The structure of the poem.

Make references to the poem to support your response.

Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

Levels descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 5 | <ul style="list-style-type: none">• A perceptive analysis of language and structure in conveying the writer's ideas• Well-selected references used as an integral part of the analysis | 9-10 |
| 4 | <ul style="list-style-type: none">• A clear analysis of language and structure in conveying the writer's ideas• A wide range of references used to support the analysis | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally clear explanation of language and structure in conveying the writer's ideas• Use of textual references to support explanation | 5-6 |
| 2 | <ul style="list-style-type: none">• Some straightforward comment on language and/or structure features that show the writer's ideas• Some use of textual detail, beginning to support comments | 3-4 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a critical awareness• Limited use of textual detail | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

Language points

- The direct address to the wind: 'Wind, come softly.'
- The repetition of 'Don't...'
- The tone of bitterness towards the wind: e.g. 'There, look what you did...'
- The repeated use of the adjective 'crumbling'
- The destructive impact of the wind, suggested by 'crumbling' and 'crushes'

Structure points

- The shift in line 14, beginning with 'So'
- The change of tone from line 14 onwards
- The message conveyed in the three lines that conclude the poem: e.g. 'His friendship is good.'; 'We praise him...'

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the author achieves the effects.

English9NB2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|--|
| English | 9 | English9NB2 | Literature Poetry -The Legend Of the Northland |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9NB21a | 1 | | | | 1 |
| English9NB21b | 2 | | | | 2 |
| English9NB22 | | 2 | | | 2 |
| English9NB23 | | | 10 | | 10 |
| Total marks | 3 | 2 | 10 | 0 | 15 |

Item purpose

Questions 1 and 2 assess explicit and implicit understanding respectively in MCQ or short answer questions. Question 3 is an extended response question which assesses the ability to analyse a poet's use of language and structure in conveying their ideas. The question directs students to focus on a key aspect of the poem; bullet points are designed to support students in answering this main question. The final sentence of the question reminds students to use references to the text to support their response.

Source

The Legend of Northland

Away, away in the Northland,
Where the hours of the day are few,
And the nights are so long in winter
That they cannot sleep them through;

- 5 Where they harness the swift reindeer
To the sledges, when it snows;
And the children look like bear's cubs
In their funny, furry clothes:

They tell them a curious story —

- 10 I don't believe 'tis true;
And yet you may learn a lesson
If I tell the tale to you.

Once, when the good Saint Peter
Lived in the world below,

- 15 And walked about it, preaching,
Just as he did, you know,

He came to the door of a cottage,
In travelling round the earth,
Where a little woman was making cakes,

- 20 And baking them on the hearth;

And being faint with fasting,
For the day was almost done,
He asked her, from her store of cakes,
To give him a single one.

25 So, she made a very little cake,
But as it baking lay,
She looked at it, and thought it seemed
Too large to give away.

Therefore, she kneaded another,
30 And still a smaller one;
But it looked, when she turned it over,
As large as the first had done.

Then she took a tiny scrap of dough,
And rolled and rolled it flat;
35 And baked it thin as a wafer —
But she couldn't part with that.

For she said, "My cakes that seem too small
When I eat of them myself
Are yet too large to give away."
40 So she put them on the shelf.

Then good Saint Peter grew angry,
For he was hungry and faint;
And surely such a woman
Was enough to provoke a saint.

45 And he said, "You are far too selfish

To dwell in a human form,
To have both food and shelter,
And fire to keep you warm.

Now, you shall build as the birds do,
50 And shall get your scanty food
By boring, and boring, and boring,
All day in the hard, dry wood.”

Then up she went through the chimney,
Never speaking a word,
55 And out of the top flew a woodpecker,
For she was changed to a bird.

She had a scarlet cap on her head,
And that was left the same;
But all the rest of her clothes were burned
60 Black as a coal in the flame.

And every country schoolboy
Has seen her in the wood,
Where she lives in the trees till this very day,
Boring and boring for food.

Source information: Anonymous Ballad

Question

1(a) Identify the poetic device in 'And baked it thin as a wafer' (line 35).

- A. Simile
- B. Personification
- C. Metaphor
- D. Alliteration

(1 mark)

(Total mark 1)

Mark scheme

1 (a) Identify the poetic device in 'And baked it thin as a wafer' (line 35).

Answer

A. Simile

Guidance

Award 1 mark for the correct answer.

Question

1(b) From lines 1 – 4, give **two** details about the setting of Northland.

(2 marks)

(Total marks 2)

Mark scheme

1 (b) From lines 1 – 4, give **two** details about the setting of Northland.

Answer

- Few hours of daylight
- Long nights
- Which the inhabitants cannot sleep through

Guidance

Award 1 mark for each point, up to a maximum of 2 marks.

Question

- 2 Give **two** reasons for the Saint changing the lady into a bird.

(2 marks)

(Total marks 2)

Mark scheme

2. Give **two** reasons for the Saint changing the lady into a bird.

Answer

- Too selfish (to live with food / shelter / warmth)
- Wants to teach her a lesson
- By making her bore hard into wood to get her share of scanty food.

Guidance

Award 1 mark for each point, up to a maximum of 2 marks.

Question

- 3 Explore how the poet vividly presents the lady in the poem.

In your answer, you should:

- comment on the language used to describe her
- how she appears after her transformation into a bird
- the structure of the poem.

Refer to details in the poem to support your response.

(10 marks)

(Total marks 10)

Total Marks 15

Mark scheme

Level of response

3. Explore how the poet vividly presents the lady in the poem.

In your answer, you should:

- comment on the language used to describe her
- how she appears after her transformation into a bird
- the structure of the poem.

Refer to details in the poem to support your response.

Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

Level's descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 5 | <ul style="list-style-type: none">• A perceptive analysis of language and structure in conveying the writer's ideas• Well-selected references used as an integral part of the analysis | 9-10 |
| 4 | <ul style="list-style-type: none">• A clear analysis of language and structure in conveying the writer's ideas• A wide range of references used to support the analysis | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally clear explanation of language and structure in conveying the writer's ideas• Use of textual references to support explanation | 5-6 |
| 2 | <ul style="list-style-type: none">• Some straightforward comment on language and/or structure features that show the writer's ideas• Some use of textual detail, beginning to support comments | 3-4 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a critical awareness• Limited use of textual detail | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

Language points:

- A 'little woman' with her 'store of cakes'
- The description of her greed and her making 'still smaller' cakes / 'tiny scrap of dough'
- Use of the simile 'thin as a wafer' to show the extent of her greed
- The Saint's condemnatory language: 'far too selfish'
- The impact of the words 'scanty'

Structure points:

- The ballad form in quatrains with its simple, regular rhyme scheme
- ...gives it a nursery rhyme quality
- The narrative revealing the woman's greed
- Followed by the angry words and punishment of the Saint
- The description of her transformation / downfall
- The repetition of her 'boring' to survive.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the author vividly presents the lady in the poem.

English9SS2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|--|
| English | 9 | English9SS2 | Literature Poetry - No Men Are Foreign |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9SS21a | 1 | | | | 1 |
| English9SS21b | 2 | | | | 2 |
| English9SS22 | | 2 | | | 2 |
| English9SS23 | | | 10 | | 10 |
| Total marks | 3 | 2 | 10 | 0 | 15 |

Item purpose

Questions 1 and 2 assess explicit and implicit understanding respectively in MCQ or short answer questions. Question 3 is an extended response question which assesses the ability to analyse a poet's use of language and structure in conveying their ideas. The question directs students to focus on a key aspect of the poem; bullet points are designed to support students in answering this main question. The final sentence of the question reminds students to use references to the text to support their response.

Source(s)

No Men Are Foreign by James Kirkup

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.

- 5 They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.

Their hands are ours, and in their lines, we read
A labour not different from our own.

Remember they have eyes like ours that wake
10 Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.

Let us remember, whenever we are told
To hate our brothers, it is ourselves
15 That we shall dispossess, betray, condemn.
Remember, we who take arms against each other

It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
20 Remember, no men are foreign, and no countries strange.

Source: [No Men Are Foreign: CBSE Class 9 English Beehive Poem by James Kirkup Summary and Notes \(byjus.com\)](#)

Question(s)

1 (a) "*Beneath all uniforms, a single body breathes*"

In this line what does the word 'uniforms' refer to?

- A. The common man of every country
- B. The military of every country
- C. The peasants of the land
- D. The labourers in every place

(1 mark)

- 1 (b) “Remember, we who take arms against each other
It is the human life we defile.”

Explain what the writer means by this.

(2 marks)

- 2 Summarise in no more than 20 words the message the poet conveys in the final line of the poem.

(2 marks)

- 3 Explore how the poet conveys the idea that all humans are equal.

In your answer, you should comment on:

- the ideas the poet communicates about equality
- the language the poet uses
- the structure of the poem.

Make references to the text to support your response.

(10 marks)

(Total marks 15)

Mark scheme

Point based

- 1 (a) “Beneath all uniforms, a single body breathes” In this line what does the word uniform refers to?

- A. The common man of every country
- B. The military of every country
- C. The peasants of the land
- D. The labourers
- E.

Answer

B. The military of every country

Guidance

Award 1 mark for the correct answer.

1 (b) “*Remember, we who take arms against each other
It is the human life we defile.*”

Explain what the writer means by this.

Answer

- Those who fight in war
- Mar / spoil / damage the sanctity of human life.

Guidance

Award 1 mark for each of the two strands of the explanation, up to a maximum of 2 marks.

2 Summarise in no more than 20 words the message the poet conveys in the final line of the poem.

Answer

- People from different countries share the same humanity
- All humans are all equal in this regard
- It is the things that we have in common that are important.

Guidance

Award 1 mark for each point, up to a maximum of 2 marks.

Level of response

3 Explore how the poet conveys the idea that all humans are equal.

In your answer, you should comment on:

- the ideas the poet gives about equality
- the language the poet uses
- the structure of the poem.

Make references to the text to support your response.

Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 5 | <ul style="list-style-type: none">• A perceptive analysis of language and structure in conveying the writer's ideas• Well-selected references used as an integral part of the analysis | 9-10 |
| 4 | <ul style="list-style-type: none">• A clear analysis of language and structure in conveying the writer's ideas• A wide range of references used to support the analysis | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally clear explanation of language and structure in conveying the writer's ideas• Use of textual references to support explanation | 5-6 |
| 2 | <ul style="list-style-type: none">• Some straightforward comment on language and/or structure features that show the writer's ideas• Some use of textual detail, beginning to support comments | 3-4 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a critical awareness• Limited use of textual detail | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

Language points:

- The use of direct address in the repeated imperative verb 'Remember'
- Words referring to nature and humans' relations to it
- The language suggesting a brotherhood of humans and countries
- The critical language for those who 'defile' innocence
- The metaphor of 'Our hells of fire and dust'

Structure points:

- The similarity and link between first and final lines of the poem.
- The central instruction to 'Remember'
- The list of critical and accusatory verbs: 'dispossess, betray, condemn'
- The contrasts between innocence and impurity.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the author achieves his effects.

English9JSM1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|------------------|
| English | 9 | English9JSM1 | The Snake Trying |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|--------------|--------------|--------------|--------------|-----------|
| English9JSM1a | 1 | | | | 1 |
| English9JSM1b | 2 | | | | 2 |
| English9JSM12 | | 2 | | | 2 |
| English9JSM13 | | | 10 | | 10 |
| Total marks | 3 | 2 | 10 | 0 | 15 |

Item purpose

Questions 1 and 2 assess explicit and implicit understanding respectively in MCQ or short answer questions. Question 3 is an extended response question which assesses the ability to analyse a poet's use of language and structure in conveying their ideas. The question directs students to focus on a key aspect of the poem; bullet points are designed to support students in answering this main question. The final sentence of the question reminds students to use references to the text to support their response.

Source(s):

The Snake Trying

by W. W. Eustace Ross

The snake trying

To escape the pursuing stick,

With sudden curvings of thin

Long body. How beautiful

5 And graceful are his shapes!
 He glides through the water away
 From the stroke. O let him go
 Over the water

 Into the reeds to hide
10 Without hurt. Small and green
 He is harmless even to children,
 Along the sand

 He lay until observed
 and chased away and now
15 he vanishes in the ripples
 among the green slim reeds.

Source:

Question

1 (a) What is the Snake trying to do in this poem?

- A. eat
- B. glide
- C. bite
- D. escape

(1 mark)
(Total mark 1)

Mark scheme

1 (a) What is the Snake trying to do in this poem?

- A. eat
- B. glide
- C. bite
- D. escape

Answer

escape

Guidance

Award 1 mark for the correct answer.

Question

1 (b) Give **two** facts about the snake's physical appearance in this poem.

(2 marks)
(Total marks 2)

Mark scheme

1 (b) Give **two** facts about the snake's physical appearance in this poem.

Answer

- Thin body (line 3)
- Long body (line 4)
- (Overall size is) small (line 10)
- Green colour (line 10)

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

2 Identify **two** opinions the poet gives about the snake.

(2 marks)

(Total marks 2)

Mark scheme

2 Identify **two** opinions about the poet gives about the snake.

Answer

Beautiful shape (line 4)

Graceful (line 5)

Harmless (to children) (line 11)

Guidance

Award 1 mark for each correct point, up to a maximum of 2 marks.

Question

3 How does the poet create vivid impressions of the snake in this poem?

In your answer, you should include:

- the words used to describe the snake
- the structure of the poem.

Use references to the poem to support your response

(10 marks)

(Total marks 10)

Level of response

3 How does the poet create vivid impressions of the snake in this poem?

In your answer, you should include:

- the words used to describe the snake
- the structure of the poem.

Use references to the poem to support your response.

Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

Level descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 5 | <ul style="list-style-type: none">• A perceptive analysis of language and structure in conveying the writer's ideas• Well-selected references used as an integral part of the analysis | 9-10 |
| 4 | <ul style="list-style-type: none">• A clear analysis of language and structure in conveying the writer's ideas• A wide range of references used to support the analysis | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally clear explanation of language and structure in conveying the writer's ideas• Use of textual references to support explanation | 5-6 |
| 2 | <ul style="list-style-type: none">• Some straightforward comment on language and/or structure features that show the writer's ideas• Some use of textual detail, beginning to support comments | 3-4 |
| 1 | <ul style="list-style-type: none">• Limited evidence of a critical awareness• Limited use of textual detail | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

The narrator thinks the following about the snake:

Language points

- The sense of danger from 'the pursuing stick'
- The 'sudden curvings' of the snake's movements
- The poet's wonder and appreciation evident in the adjectives 'beautiful' and 'graceful'
- The vivid appearance of the 'green' colour of the snake
- The poet's direct address to the pursuer: 'O let him go...'
- The similarity of 'without hurt' and 'harmless' in their contexts

Structure points

- The poem begins dramatically with the snake trying to escape
- The description of the escape and pursuit
- The real-time journey of the snake

-
- The hope at the end of the poem that the snake has escaped: 'vanishes'
 - The arrangement of stanzas.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the poet creates vivid impressions of the snake.

English9PM6

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|--------------------------------------|
| English | 9 | English9PM6 | Literature Poetry - Rain on the Roof |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9PM61a | 1 | | | | 1 |
| English9PM61b | 2 | | | | 2 |
| English9PM62 | | 2 | | | 2 |
| English9PM63 | | | 10 | | 10 |
| Total marks | 3 | 2 | 10 | 0 | 15 |

Item purpose

Questions 1 and 2 assess explicit and implicit understanding respectively in MCQ or short answer questions. Question 3 is an extended response question which assesses the ability to analyse a poet's use of language and structure in conveying their ideas. The question directs students to focus on a key aspect of the poem; bullet points are designed to support students in answering this main question. The final sentence of the question reminds students to use references to the text to support their response.

Source(s)

| | |
|---|---|
| | Rain on the Roof |
| 5 | When the humid shadows hover Over all the starry spheres And the melancholy darkness Gently weeps in rainy tears, What a bliss to press the pillow Of a cottage-chamber bed And lie listening to the patter |

| | |
|----|--|
| | Of the soft rain overhead! |
| 10 | Every tinkle on the shingles Has an echo in the heart; And a thousand dreamy fancies Into busy being start, And a thousand recollections Weave their air-threads into woof, |
| 15 | As I listen to the patter Of the rain upon the roof. |
| 20 | Now in memory comes my mother, As she used in years ago, To regard the darling dreamers Ere she left them till the dawn: O! I feel her fond look on me As I list to this refrain Which is played upon the shingles By the patter of the rain. |
| | Coates Kinney |

Question(s)

1 (a) Which of the following words sums up the mood of the poet?

- A. Delighted
- B. Nostalgic
- C. Regretful
- D. Desolate

(1 mark)

1 (b) Give **two** details about the natural world described in stanza 1.

(2 marks)

2 Give **two** ways in which the rain affects the poet. (2 marks)

3 Explore how Kinney uses language and structure to convey his mood.

In your answer, you should:

- analyse the language the poet uses
- consider the ways in which he recalls the past
- comment on the structure of the poem.

Refer to details in the poem to support your response.

(10 marks)

(Total marks 15)

Mark scheme

Point based

| 1 (a) Which of the following words sums up the mood of the poet? A. delighted B. nostalgic C. regretful D. desolate | |
|---|---|
| Answer | Guidance |
| Option B - nostalgic | <ul style="list-style-type: none">• Full mark shall be awarded for the correct response• No mark shall be awarded for any other response |
| 1 (b) Give two details about the setting described in stanza 1. | |
| Answer | Guidance |
| <ul style="list-style-type: none">• Rain clouds / humid shadows hover over the stars | Award 1 mark for each correct point, up to a maximum of 2 marks. |

| | |
|---|--|
| <ul style="list-style-type: none"> • It is dark / night time • The rain is gentle / soft | |
| 2. Give two ways in which the rain affects the poet. | |
| Answer | Guidance |
| <ul style="list-style-type: none"> • It triggers dreamy fancies / his imagination • It triggers recollections / memories • He remembers his mother / siblings • He recalls the mother looking over her children as they slept | Award 1 mark for each correct point, up to a maximum of 2 marks. |

Level of response

| |
|---|
| <p>3. Explore how Kinney uses language and structure to convey his mood.</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • analyse the language the poet uses • consider the ways in which he recalls the past • comment on the structure of the poem. <p>Refer to details in the poem to support your response.</p> |
|---|

Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

Levels descriptors

| Level | Descriptors | Mark |
|-------|--|------|
| 5 | <ul style="list-style-type: none"> • A perceptive analysis of language and structure in conveying the writer's ideas • Well-selected references used as an integral part of the analysis | 9-10 |

| | | |
|---|--|-----|
| 4 | <ul style="list-style-type: none"> • A clear analysis of language and structure in conveying the writer's ideas • A wide range of references used to support the analysis | 7-8 |
| 3 | <ul style="list-style-type: none"> • A generally clear explanation of language and structure in conveying the writer's ideas • Use of textual references to support explanation | 5-6 |
| 2 | <ul style="list-style-type: none"> • Some straightforward comment on language and/or structure features that show the writer's ideas • Some use of textual detail, beginning to support comments | 3-4 |
| 1 | <ul style="list-style-type: none"> • Limited evidence of a critical awareness • Limited use of textual detail | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

Language points

- The overall mood of nostalgia / memories of his childhood
- Triggered by the 'patter' of rain drops
- Words showing the memory of his mother's affection for her children
- Use of hyperbole: e.g. 'thousand recollections', 'thousand dreamy fancies' crowding his mind
- Metaphor of weaving used to explain the concept of memory
- Use of imagery: e.g. 'the humid shadows hover/Over all the starry spheres'
- Use of onomatopoeia – e.g. 'tinkle' and 'patter' – to activate the auditory and visual sensations of the readers

Structure points

- The refrain – phrases like 'patter of rain' or '...listen to the patter of the rain' used in all stanzas adds to the musical quality of the poem
- The recurring sound of the raindrops creates a rhythmic effect just like the repetition of words or lines in a song/poem adds rhythm to it.
- Through such repetitions, the poet sticks to the central idea of the poem – sound of rain, its association with memory and its effect on the inner being of the poet.
- Enjambment - continuation of a sentence into the next line suggesting continuation of the thought process. Used within all the stanzas.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the poet communicates his mood.

English9NNS1

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|---|
| English | 9 | English9NNS1 | The Duck and the Kangaroo By Edward Lear |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9NNS1a | 1 | | | | 1 |
| English9NNS1b | 2 | | | | 2 |
| English9NNS12 | | 2 | | | 2 |
| English9NNS13 | | | 10 | | 10 |
| Total marks | 3 | 2 | 10 | 0 | 15 |

Item purpose

Questions 1 and 2 assess explicit and implicit understanding respectively in MCQ or short answer questions.

Question 3 is an extended response question which assesses the ability to analyse a poet's use of language and structure in conveying their ideas. The question directs students to focus on a key aspect of the poem; bullet points are designed to support students in answering this main question. The final sentence of the question reminds students to use references to the text to support their response.

Source(s)

| | |
|---|---|
| 5 | <p>The Duck and the Kangaroo</p> <p>By Edward Lear</p> <p>I</p> <p>Said the Duck to the Kangaroo,</p> <p>'Good gracious! how you hop!</p> <p>Over the fields and the water too,</p> <p>As if you never would stop!</p> |
|---|---|

| | |
|----|---|
| | <p>My life is a bore in this nasty pond, And I long to go out in the world beyond! I wish I could hop like you!’ Said the Duck to the Kangaroo.</p> |
| 10 | <p>II</p> <p>‘Please give me a ride on your back!’ Said the Duck to the Kangaroo. ‘I would sit quite still, and say nothing but “Quack,” The whole of the long day through!</p> |
| 15 | <p>And we’d go to the Dee, and the Jelly Bo Lee, Over the land, and over the sea;— Please take me a ride! O do!’ Said the Duck to the Kangaroo.</p> |
| 20 | <p>III</p> <p>Said the Kangaroo to the Duck, ‘This requires some little reflection; Perhaps on the whole it might bring me luck, And there seems but one objection, Which is, if you’ll let me speak so bold,</p> |
| 25 | <p>Your feet are unpleasantly wet and cold, And would probably give me the roo- Matiz!’ said the Kangaroo.</p> |
| 30 | <p>IV</p> <p>Said the Duck, ‘As I sat on the rocks, I have thought over that completely, And I bought four pairs of worsted socks Which fit my web-feet neatly</p> |

| | |
|----|--|
| 35 | <p>And to keep out the cold I've bought a cloak, And every day a cigar I'll smoke, All to follow my own dear true Love of a Kangaroo!</p> <p>V</p> <p>Said the Kangaroo, 'I'm ready! All in the moonlight pale; But to balance me well, dear Duck, sit steady! And quite at the end of my tail!' So away they went with a hop and a bound, And they hopped the whole world three times round; And who so happy,—O who, As the Duck and the Kangaroo?.</p> |
|----|--|

Source

Question

1(a) What does the phrase 'Good gracious 'mean in line 2?

- A. shock
- B. fear
- C. anger
- D. surprise

(1 marks)

(Total marks 1)

Mark scheme

1 (a) What does the phrase 'Good gracious 'mean in line 2?

- A. shock
- B. fear
- C. anger
- D. surprise

| | |
|-------------|----------------------------------|
| Answer | Guidance |
| D. surprise | Award 1 mark for correct answer. |

Question

1(b) Identify **two** things the Duck admires about the Kangaroo.

(2 marks)

(Total marks 2)

Mark scheme

| | |
|--|---|
| 1 (b) Identify two things the Duck admires about the Kangaroo. | |
| Answer | Guidance |
| <ul style="list-style-type: none"> • The Kangaroo's ability to hop and go over the fields • The ability to hop and go over water • The ability to go around the world | Award 1 mark for each point, up to a maximum of 2 points. |

Question

| | |
|---|--|
| 2 | Identify two ways the Duck says he would keep warm. |
| | (2 marks) |
| | (Total marks 2) |

Mark scheme

| | |
|---|---|
| 2 Identify two ways the Duck says he would keep warm. | |
| Answer | Guidance |
| <ul style="list-style-type: none"> • Wear (worsted) socks • Wear a cloak • Smoke a cigarette | Award 1 mark for each point, up to a maximum of 2 points. |

Question

3 Explore how Lear portrays the Duck and the Kangaroo in this poem.

In your answer, you should comment on:

- what each character says
- the language the poet uses
- the structure of the poem.

Make references to the poem to support your response.?

(10 marks)

(Total marks 10)

Total marks 15

Mark scheme

Level of response

3. Explore how Lear portrays the Duck and the Kangaroo in this poem.

In your answer, you should comment on:

- what each character says
- the language the poet uses
- the structure of the poem.

Make references to the poem to support your response.

Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

Levels descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 5 | <ul style="list-style-type: none">• A perceptive analysis of language and structure in conveying the writer's ideas• Well-selected references used as an integral part of the analysis | 9-10 |
| 4 | <ul style="list-style-type: none">• A clear analysis of language and structure in conveying the writer's ideas• A wide range of references used to support the analysis | 7-8 |
| 3 | <ul style="list-style-type: none">• A generally clear explanation of language and structure in conveying the writer's ideas• Use of textual references to support explanation | 5-6 |

| | | |
|---|--|-----|
| 2 | <ul style="list-style-type: none"> Some straightforward comment on language and/or structure features that show the writer's ideas Some use of textual detail, beginning to support comments | 3-4 |
| 1 | <ul style="list-style-type: none"> Limited evidence of a critical awareness Limited use of textual detail | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

Language

- Repetition of the words showing politeness and flattery in the Duck's request
- By giving the example of the Duck, the poet focuses on several traits in human beings
- The use of flattering words and humility
- Examples of humour: e.g. of animals wearing clothes and smoking

Structure

- Use of exclamation creates a sense of animation in the dialogue
- Each stanza devoted to speech from one of the characters
- Examples of effective rhymes: e.g. Reflection / objection
- The humour evident in the poem's final lines.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the author portrays the two animals.

English9JV3

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Set text |
|---------|-------|------------------------------|--------------------------------------|
| English | 9 | English9JV3 | The Road Not Taken-literature poetry |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9JV31a | 1 | | | | 1 |
| English9JV31b | 2 | | | | 2 |
| English9JV32 | | 2 | | | 2 |
| English9JV33 | | | 10 | | 10 |
| Total marks | 3 | 2 | 10 | 0 | 15 |

Item purpose

Questions 1 and 2 assess explicit and implicit understanding respectively in MCQ or short answer questions. Question 3 is an extended response question which assesses the ability to analyse a poet's use of language and structure in conveying their ideas. The question directs students to focus on a key aspect of the poem; bullet points are designed to support students in answering this main question. The final sentence of the question reminds students to use references to the text to support their response.

Source(s)

| | |
|---|--|
| | The Road Not Taken (Grade IX Beehive Reader, Robert Frost) |
| 5 | <p>Two roads diverged in the yellow wood, And sorry I could not travel both And be one traveller, long I stood And looked down as far as I could To where it bent in the undergrowth</p> <p>Then took the other, as just as fair And having perhaps the better claim</p> |

| | |
|----|---|
| 10 | <p>Because it was grassy and wanted wear; Though as for that the passing there Had worn them really about the same</p> <p>And both that morning equally lay. In leaves no step had trodden black. Oh, I kept the first for another day! Yet knowing how way leads on to way,</p> |
| 15 | <p>I doubted if I should ever come back.</p> <p>I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I— I took the one less travelled by,</p> |
| 20 | <p>And that has made all the difference.</p> |

Source

Question

1(a) What is meant by the 'Two roads diverged' in line 1?

- A. Two roads joined together.
- B. Two roads branch out from one road.
- C. Two roads converged on each other
- D. Two roads intersected with each other

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|------------------------------------|
| 1 (a) What is meant by 'Two roads diverged' in line 1? | |
| Answer | Guidance |
| B. Two roads branch out from one road. | Award 1 mark for correct response. |

Question

1(b) From your reading of lines 1 – 5, give **two** impressions of the poet.

(2 marks)

(Total marks 2)

Mark scheme

| | |
|---|---|
| 1 (b) Give two impressions of the poet from lines 1 – 5. | |
| Answer | Guidance |
| <ul style="list-style-type: none">• His regret / sadness at not being able to travel both roads• His indecisiveness ('long I stood') | Award 1 mark for each point. Maximum of 2 marks. |

Question

2 (a) From lines 11 – 15, find evidence that shows the poet is indecisive.

(2 marks)

(Total marks 2)

Mark scheme

| | |
|--|---|
| 2 From lines 11 – 15, find evidence that shows the poet is indecisive. | |
| Answer | Guidance |
| <ul style="list-style-type: none">• He initially says he will keep the first road for another day• Then contradicts this saying he doubted he should ever return there. | For 2 marks, there must be some awareness of the contradiction. |

Question

3 How does the writer make this such an interesting poem?

In your answer, you may comment on:

- the writer's thoughts and decisions
- the setting
- the extended metaphor of the road.

Use references to the text to support your response.

(10 marks)

(Total marks 10)

(Total marks 15)

Mark scheme

Level of response

3. How does the writer make this such an interesting poem?

In your answer, you may comment on:

- the writer's thoughts and decisions
- the setting
- the extended metaphor of the road.

Use references to the text to support your response.

Levels of response

The descriptors relate to AO3.

An even balance between language and structure points is not expected. For the highest two levels, there should be at least some comment on each of language and structure.

Levels descriptors

| Level | Descriptors | Mark |
|-------|---|------|
| 5 | <ul style="list-style-type: none">• A perceptive analysis of language and structure in conveying the writer's ideas• Well-selected references used as an integral part of the analysis | 9-10 |
| 4 | <ul style="list-style-type: none">• A clear analysis of language and structure in conveying the writer's ideas• A wide range of references used to support the analysis | 7-8 |

| | | |
|---|--|-----|
| 3 | <ul style="list-style-type: none"> • A generally clear explanation of language and structure in conveying the writer's ideas • Use of textual references to support explanation | 5-6 |
| 2 | <ul style="list-style-type: none"> • Some straightforward comment on language and/or structure features that show the writer's ideas • Some use of textual detail, beginning to support comments | 3-4 |
| 1 | <ul style="list-style-type: none"> • Limited evidence of a critical awareness • Limited use of textual detail | 1-2 |
| 0 | Nothing to reward | 0 |

Indicative content

Students **may** comment on the following:

Language points:

- Description of the setting and the poet's position within it
- The colloquialisms: repeated use of 'And' and simplicity of connectives such as 'This'
- The sense of a voice addressing the reader
- The presentation of the speaker's indecisiveness
- The dramatic exclamation 'Oh, I kept it for another day!'

Structure points:

- The symbolism of the fork in the road
- The extended metaphor of the road as life's journey
- The order in which the speaker's thoughts develop
- The undermining in lines 14-15 of the exclamation in line 13
- The impact of poem's final line.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be taken into account when arriving at the final mark.

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanation of points
- analyse closely the ways in which the poet achieves the effects.