

Competency-based education for CBSE

Item bank

English Class 10

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 10. There are 31 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 class and homework use.

What is in this document

You will find linked questions and single questions covering 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, you can use the learning ladder to identify this content and then use the item index (page six) to find any items which cover that content.

Please note that not all 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 one, two 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, forming the mark scheme. Again, the question numbering will need to be amended. You can use these mark schemes to ensure that the marking is standardized, 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 logically order these to allow 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 assessment length. Again, the mark scheme can be created simultaneously, 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 – English Reading

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.

		Class				
No.	Description of Assessment Objective	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	AO 1	AO 2	AO 3	AO 4	Text type	Source description
English10BM2	English10BM2	2	3		10	Text B Prose/literary non-fiction Short story	Madam Rides the Bus
English10HJ1	ENGLISH10HJ1a	1				Literature Poetry	The Tale of Custard the Dragon
	ENGLISH10HJ1b	2					
	ENGLISH10HJ12		2				
	ENGLISH10HJ13			10			
English10HJ2	ENGLISH10HJ2	2	3		10	Text A Information speech transcript	The Sermon at Benares
English10HJ3	ENGLISH10HJ3a	1				Text B Prose/literary non-fiction Autobiography	Charles Darwin
	ENGLISH10HJ3b	1					
	ENGLISH10HJ32a		1				
	ENGLISH10HJ32b		2				
	ENGLISH10HJ33			5	5		
English10HK1	English10HK1a	1				Text B Prose/literary non-fiction Travel writing	Reader's Digest: In Praise of Hitting Repeat. Surprising benefits of 'Been there, done that love it'
	English10HK1b	2					
	English10HK12		2				
	English10HK13			1	1		
	English10HK14	4	4				
English10HK2	English10HK2	2	3		10	Text B Prose/literary non-fiction Novel	The Hundred Dresses I By El Bsor Ester

English10NHD1	English10NHD1	2	3		10	Text B Prose/literary non-fiction Autobiography	A long walk to Freedom-Prose
English10NHD3	English10NHD3a	1				Text B Prose/literary non-fiction Autobiography	The story of my life – By Helen Keller
	English10NHD3b	1					
	English10NHD32a		1				
	English10NHD32b		2				
	English10NHD33			5	5		
English10PD1	English10PD1a	1				Text A Information Advertisement	Advertisement strategies of Coca-Cola
	English10PD1b	2					
	English10PD12		2				
	English10PD13			1	1		
	English10PD14	4	4				
English10PD3	English10PD33	2				Text B Prose/literary non-fiction Short story	NCERT textbook (First Flight) prose glimpses of India
	English10PD34		3				
	English10PD35				10		
English10PJ1	English10PJ11a	1				Literature Poetry	How to tell wild animals
	English10PJ11b	2					
	English10PJ12		2				
	English10PJ13			10			
English10PJ2	English10PJ2	2	3		10	Text B Prose/literary non-fiction Autobiography	From the Diary of Anne Frank

<u>English10PJ3</u>	English10PJ31a	1				Text B Prose/literary non-fiction Travel writing	Fabien Cousteau: Into the Deep
	English10PJ31b	1					
	English10PJ32a		1				
	English10PJ32b		2				
	English10PJ33			5	5		
<u>English10PM1</u>	ENGLISH10PM1 a	1				Text B Prose/literary non-fiction Travel writing	Travel writing- Lake Malawi's lost resort – extract
	ENGLISH10PM1 b	1					
	ENGLISH10PM1 2a		1				
	ENGLISH10PM1 2b		2				
	ENGLISH10PM1 3			5	5		
<u>English10PM2</u>	English10PM2a	2				Text B Prose/literary non-fiction Short story	Footprints without Feet – A Triumph of Surgery
	English10PM2b		3				
	English10PM2c				10		
<u>English10PM3</u>	ENGLISH10PM3 a	1				Literature Poetry	First Flight Poem – The Trees
<u>English10PVN 1</u>	English10PVN11 a	1				Text A Information Magazine article	Dance Therapy
	English10PVN11 b	2					
	English10PVN12		2				
	English10PVN13			1	1		
	English10PVN14	4	4				
<u>English10PVN 2</u>	English10PVN21 a	1				Literature Poetry	A Tiger in the Zoo
	English10PVN21 b	2					
	English10PVN22		2				

	English10PVN23			10			
English10PVN3	English10PVN3	2	3		10	Text B Prose/literary non-fiction Short story	Two stories about flying
English10RCH1	English10RCH1	2	3		10	Text B Prose/literary non-fiction Short story	A letter to God
English10RCH3	English10RCH3a	1				Text A Information Magazine article	Article by Sandra Blakeslee
	English10RCH3b	2					
	English10RCH32		2				
	English10RCH33			1	1		
	English10RCH34	4	4				
English10SM1	English10SM1a	1				Text A Information Speech transcript	Emma Watson's speech at the UN: Gender equality is your issue too
	English10SM1b	1					
	English10SM12a		1				
	English10SM12b		2				
	English10SM13			5	5		
English10SM2	English10SM2	2	3		10	Text B Prose/literary non-fiction Short story	The Midnight Visitor by Robert Arthur
English10SS1	English10SS1a	1				Literature Poetry	The Trees
	English10SS1b	2					
	English10SS12		2				
	English10SS13			10			
English10SS2	English10SS2	2	3		10	Text B Prose/literary non-fiction novel	Mijbil the Otter

English10SS3	English10SS35a	1				Text B Prose/literary non-fiction Short story	A Matter of Fact
	English10SS35b	1					
	English10SS356a		1				
	English10SS36b		2				
	English10SS357			5	5		
English10SV2	English10SV2a	1				Literature Poetry	For Anne Gregory
	English10SV2b	2					
	English10SV22		2				
	English10SV23			10			
ENGLISH10SV3	ENGLISH10SV3a	2				Text B Prose/literary non-fiction Play	The Proposal
	ENGLISH10SV3b		3				
	ENGLISH10SV3c				10		
English10VN1	English10VN1a	1				Text A Information	Prologue to Self- Empowermen t of Women written by Dr Sarla Sharma (Published posthumously)
	English10VN1b	1					
	English10VN12a		1				
	English10VN12b		2				
	English10VN13			5	5		
English10VN2	English10VN2a	1				Literature Poetry	Amanda by Robin Klein
	English10VN2b	2					
	English10VN22		2				
	English10VN23			10			
English10VN3	English10VN3	2	3		10	Text B Prose/literary non-fiction Novel	The Hundred Dresses - II

English10BM2

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

Subject	Class	Question reference/File name	Set text
English	10	English10BM2	Literature set text Prose-Madam Rides the Bus

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10BM2	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

	Madam Rides the Bus
5	<p>There was a girl named Valliammai who was called Valli for short. She was eight years old and very curious about things. Her favourite pastime was standing in the front doorway of her house, watching what was happening in the street outside. There were no playmates of her age on her street, and this was about all she had to do.</p>
10	<p>However, for Valli, standing at the front door was every bit as enjoyable as any of the elaborate games other children played. Watching the street gave her many new, unusual experiences. The fascinating thing of all was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back. The sight of the bus filled each time with a new set of passengers was a source of unending joy for Valli.</p>

15	<p>Day after day, she watched the bus, and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if just once. This wish became stronger and stronger until it was an overwhelming desire. Valli would stare wistfully at the people who got on or off the bus when it stopped at the street corner. Their faces would kindle in her longings, dreams, and hopes. If one of her friends happened to ride the bus and tried to describe the sights of the town to her, Valli would be too jealous to listen and would shout, in English: "Proud! proud!" Neither she nor her friends really understood the meaning of the word, but they used it often as a slang expression of disapproval.</p>
20	<p>Over many days and months Valli listened carefully to conversations between her neighbours and people who regularly used the bus, and she also asked a few discreet questions here and there. This way she picked up various small details about the bus journey. The town was six miles from her village. The fare was thirty paise one way — "which is almost nothing at all," she heard one well-dressed man say, but to Valli, who scarcely saw that much money from one month to the next, it seemed a fortune. The trip to the town took forty-five minutes.</p>

Source: First Flight textbook, Chapter 9 - <https://www.cbsetuts.com/cbse-chapter-wise-question-bank-class-10-english-first-flight-chapter-8-madam-rides-bus/>

Question(s)

1 This extract is from the story **Madam Rides the Bus**, about a young girl's first journey on a bus. It is taken from the *First Flight* textbook.

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

With reference to the whole story, explore how the writer presents Valli in the story.

In your answer, you should:

- describe how what you learn about her at the start of the story
- explain her eagerness for travelling on a bus
- comment on the language the writer uses to portray Valli

(15 marks)

(Total marks 15)

Mark scheme

1 This extract is from the story **Madam Rides the Bus**, about a young girl's first journey on a bus. It is taken from the *First Flight* textbook.

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

With reference to the whole story, explore how the writer presents Valli in the story.

In your answer, you should:

- describe what you learn about her at the start of the story
- explain her eagerness for travelling on a bus
- comment on the language the writer uses to portray Valli

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 consider 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.

- Watching the street gives Valli 'many unusual new experiences.'
- Standing at the front door was every bit as enjoyable as other children's games.
- She is keen to ride on that bus, even if just once.

-
- This wish became 'stronger and stronger until it was an overwhelming desire.'
 - Valli would stare 'wistfully' at the people who got on or off the bus.
 - Their faces would kindle in her longings, dreams, and hopes.
 - Details of the conversations between her neighbours and bus passengers.
 - The dialogue between Valli and the bus conductor (e.g., about his calling her 'madam')
 - Her haughtiness: 'I'm not a child, I tell you.'
 - The description of the cow – and Valli's sadness.
 - The aunt's view of the girl at the end of the story.

English10HJ1

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

Subject	Class	Question reference/File name	Set text
English	10	English10HJ1	Literature Poetry – The Tale of Custard the Dragon

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10HJ1a	1				1
English10HJ1b	2				2
English10HJ12		2			2
English10HJ13			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 that assesses the ability to analyse a poet's 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)

Title - The Tale of Custard the Dragon Belinda tickled him; she tickled him unmerciful, Ink, Blink and Mustard, they rudely called him Percival, They all sat laughing in the little red wagon At the realio, trulio, cowardly dragon.

5	Belinda giggled till she shook the house, And Blink said Weeek! which is giggling for a mouse, Ink and Mustard rudely asked his age, When Custard cried for a nice safe cage
10	Suddenly, suddenly they heard a nasty sound, And Mustard growled, and they all looked around Meowch! Cried Ink, and ooh! cried Belinda, For there was a pirate, climbing in the winda
15	Pistol in his left hand, pistol in his right, And he held in his teeth a cutlass bright, His beard was black; one leg was wood; It was clear that the pirate meant no good.
20	Belinda paled, and she cried, Help! Help! But Mustard fled with a terrified yelp, Ink trickled down to the bottom of the household, And little mouse Blink strategically mouseholed.

Question(s)

- 1 (a) What kind of word is 'mouseholed' (line 20)? (1 mark)
- A. noun
 - B. adjective
 - C. adverb
 - D. verb
- 1 (b) Identify **two** pieces of evidence from the first stanza that show Custard was looked down upon. (2 marks)
- 2 'Belinda giggled till she shook the house'. (2 marks)

What does it imply about Belinda?

3 How does the poet make this such an amusing poem? (10 marks)

In your answer, you may consider:

- the language used to describe the characters.
- the way the poet uses language and sounds.
- the structure of the poem.

Make references to the poem to support your response.

(Total marks 15)

Mark scheme

Point-based

1 (a) What kind of word is 'mouseholed' (line 20)? A. noun B. adjective C. adverb D. verb	
Answer	Guidance
D-verb	Award 1 mark for the correct answer.
1 (b) Identify two pieces of evidence from the first stanza that show Custard was looked down upon.	
Answer	Guidance
• Belinda tickled him aggressively • they rudely called him Percival • sat laughing in the little red wagon	Award 1 mark for each point, up to a maximum of 2 marks.
2 'Belinda giggled till she shook the house'. What does it imply about Belinda?	
Answer	Guidance

- that she laughed uncontrollably
- that she was making fun of custard

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

Level of response

3 How does the poet make this such an amusing poem?

In your answer, you may consider:

- the language used to describe the characters.
- the way the poet uses language and sounds.
- 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. There should be at least some comment on each language and structure for the highest two levels.

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 an explanation 	5-6
2	<ul style="list-style-type: none"> • Some straightforward comments 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 language used to highlight slapstick/farce
- Varied sounds: laughing, giggling, growled, yelp etc.
- The description of the pirate
- The neologism 'mouseholed' to describe the mouse's flight
- The words they speak: 'Weeck!' 'Meowch!'

Structure points

- Comically contrived rhymes: e.g., unmerciful / Percival; Belinda / winda
- The speed of the actions leading up to the mouse's flight
- The parade of absurd, larger-than-life characters – one after the other
- The comic impact of the final stanza

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be considered 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 writer makes the poem amusing.

English10HJ2

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

Subject	Class	Question reference/File name	Set text
English	10	English10HJ2	Literature Prose – The Sermon at Benares

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10HJ2	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

	The Sermon at Benares
5	<p>The Buddha said, “The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals, when born, are always in danger of death. As all earthen vessels made by the potter end in being broken, so is the life of mortals. Both young and adult, both those who are fools and those who are wise, all fall into the power of death; all are subject to death.”</p> <p>“Of those who, overcome by death, depart from life, a father cannot save his son, nor kinsmen their relations. Mark! While relatives are looking on and lamenting deeply, one by one mortals are carried off, like an ox that is led to</p>

10	the slaughter. So, the world is afflicted with death and decay; therefore, the wise do not grieve, knowing the terms of the world.”
15	“Not from weeping nor from grieving will anyone obtain peace of mind; on the contrary, his pain will be the greater and his body will suffer. He will make himself sick and pale, yet the dead are not saved by his lamentation. He who seeks peace should draw out the arrow of lamentation, and complaint, and grief. He who has drawn out the arrow and has become composed will obtain peace of mind; he who has overcome all sorrow will become free from sorrow, and be blessed.”

Source: Betty Renshaw Values and Voices: A College Reader (1975).

First Flight textbook, Chapter 10

Question(s)

1 The extract is taken from **The Sermon at Benares** in the *First Flight* textbook.

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

With reference to the whole text, explore how the writer presents Buddha’s sermon at Benares.

In your answer, you should:

- describe Kisa Gotami’s role in the story
- explain what the sermon reveals about suffering
- comment on some of the language used in the sermon

(Total marks 15)

Mark scheme

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 consider spelling and punctuation errors. This is an assessment of the 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.

- Kisa's only son died and initially refused to accept it.
- She asks her neighbours for medicine.
- The dialogue with the Buddha.
- The search for mustard seed.
- The description of her weariness and hopelessness.
- The darkness of the night.
- Her recognition of the selfishness of her grief.
- The symbolism of 'ripe fruits' and 'earthen vessels.'
- The message is that 'the wise do not grieve.'
- The importance of 'peace of mind.'
- The metaphor of the 'arrow of lamentation.'
- The impact of the final line of the sermon.

English10HJ3

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	10	English10HJ3	Text B prose/literary non-fiction autobiography

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10HJ3a	1				1
English10HJ3b	1				1
English10HJ32a		1			1
English10HJ32b		2			2
English10HJ33			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 that assesses the ability to make a personal analytical response to an unseen text.

Source(s)

5	<p>Charles Darwin</p> <p><i>This text is from an autobiography by the English naturalist Charles Darwin, written in 1876.</i></p> <p>The voyage of the "Beagle" has been by far the most important event in my life and has determined my whole career; yet it depended on so small a circumstance as my uncle offered to drive me thirty miles to Shrewsbury, which few uncles would have done, and on such a trifle as the shape of my nose. I have always felt that I owe to the voyage the first real training or education of my mind; I was led to attend closely to several branches of natural history, and thus my powers of observation were improved, though they were always fairly developed.</p>
---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10	<p>The investigation of the geology of all the places visited was far more important, as reasoning here comes into play. On first examining a new district, nothing can appear more hopeless than the chaos of rocks; but by recording the stratification and nature of the rocks and fossils at many points, always reasoning and predicting what will be found elsewhere, the light soon begins to dawn on the district, and the structure of the whole becomes more or less intelligible. I had brought with me the first volume of Lyell's 'Principles of Geology,' which I studied attentively, and the book was of the highest service to me in many ways. The first place I examined, namely St. Jago in the Cape de Verde islands, showed me clearly the wonderful superiority of Lyell's manner of treating geology, compared with that of any other author, whose works I had with me or ever afterwards read.</p>
15	<p>Another of my occupations was collecting animals of all classes, briefly describing and roughly dissecting many of the marine ones, but from not being able to draw, and from not having sufficient anatomical knowledge, a great pile of MS. I made during the voyage has proved almost useless. I thus lost much time, with the exception of that spent in acquiring some knowledge of the Crustaceans, as this was of service when in after years, I undertook a monograph of the Cirripedia.</p>
20	<p>During some part of the day, I wrote my journal and took much pains to describe carefully and vividly all that I had seen; this was good practice.</p> <p>Glossary</p> <p><i>geology</i> – a study of the materials of which the Earth is made</p> <p><i>stratification</i>- the arrangement or classification of something into different groups</p> <p><i>intelligible</i> - clear enough to be understood</p> <p><i>MS.</i> - manuscripts or documents Darwin wrote by hand</p>
25	

Source information: <https://www.gutenberg.org/files/2010/2010-h/2010-h.htm>

Question(s)

- 1 (a) Who does the author saw gave him his first real education of mind? (1 mark)
- A. his uncle
 - B. voyage of the 'Beagle'
 - C. natural history
 - D. his observational power

- 1 (b) Identify the synonym of the word 'fairly' as used in the passage, from the given options. (1 mark)
- A. Satisfactorily
 - B. Justly
 - C. Impartially
 - D. Equally
- 2 (a) What does the phrase 'light soon begins to dawn on the district' imply'? (1 mark)
- 2 (b) How has the author's power of observation improved? (2 marks)
- 3 '.....a great pile of MS. which I made during the voyage has proved almost useless.' (10 marks)
- Analyse the reasons why a great pile of MS proved useless to the author.
- How can lack of prior knowledge and skills prevent you from achieving your target?
- (Total marks 15)**

Mark scheme

Point-based

1 (a) Who does the author owe to his first real training or education of his mind?	
Answer	Guidance
voyage of the 'Beagle'	Award 1 mark for the correct answer.
1 (b) Identify the synonym of the word 'fairly' as used in the passage from the given options.	
Answer	Guidance
A satisfactorily	Award 1 mark for the correct answer.
2 (a) How has the author's power of observation improved?	

Answer	Guidance
The author was led to attend closely to several branches of natural history	Award 1 mark for the correct answer.
2 (b) What does the phrase 'light soon begins to dawn on the district' imply?	
Answer	Guidance
<ul style="list-style-type: none"> • people start understanding • awareness is created 	Award 1 mark for each correct point.

Level of response

<p>3 '.....a great pile of MS. which I made during the voyage has proved almost useless.'</p> <p>Analyse the reasons why a great pile of MS. proved useless to the author.</p> <p>How can prior knowledge and help you achieve a target? (10 marks)</p>

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

- One should spend time on research before taking up any project/ not giving your 100% may lead to time wasted without learning the skill.
- Time is precious one should utilise every bit of it to be successful in their venture/ knowledge without skill can be useless.
- Exploring helps to gain knowledge.
- Lack of prior knowledge can lead to ignorance.
- Without the required skills, it is not possible to perform any task efficiently.
- Prior knowledge of any topic helps us to face the hurdles confidently.
- Knowledge and skills go hand in hand to help a person achieve their target.
- Any other relevant point.

English10HK1

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

Subject	Class	Question reference/Filename	Content of source description
English	10	English10HK1	Reader's Digest: In Praise of Hitting Repeat. Surprising benefits of 'Been there, done that love it.'

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10HK1a	1				1
English10HK1b	2				2
English10HK12		2			2
English10HK13			1	1	2
English10HK14	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)

In Praise of Hitting Repeat. Surprising benefits of 'Been there, done that, love it.' By Leah Fessler Social media feeds can quickly convince you that everyone's life is more interesting than yours is. On Instagram some months ago, I saw waterskiing in Maui, hiking in Yosemite and swimming with wild pigs in the Bahamas.

5	<p>Impulsively, I started googling flights to new places, imagining adventures. Then I ordered food from the place I eat every week and ... felt bad about not trying somewhere new.</p>
10	<p>This 'fear of missing out', or FOMO, is rooted in a common tic: Evolutionarily, we are disposed to find novel experiences more exciting and attention-grabbing than repeat experiences. That's our fight-or-flight psychology at work. Because our brains can't process all the stimuli around us, so we pay attention to potentially new things more intently. What's more, words such as 'repetition' tend to be associated with more negative emotions than words like 'novelty'. "Classic research shows that when we think about upcoming experiences, we think about variety," says Michael Norton, PhD. "If I ask you right now to select a yoghurt for each day next week, you will pick your favourite flavour—say, blueberry—a few times, but you will mix in some strawberry and peach. Because who wants to eat that much blueberry yoghurt? Over the longer term, though, as the original experience fades in time and memory, repetition can become more pleasurable."</p>
15	<p>He adds, "We are simply more boring than we would like to admit." Yet because few of us have the time or money to regularly indulge in new experiences, we feel bad about our lives' monotony.</p>
20	<p>Recent research about repeat and novel experiences in the Journal of Personality and Social Psychology suggests that we ought to reconsider those negative feelings. Many of us happily listen to our favourite song on repeat or rewatch favourite movies and TV shows.</p> <p>"There's a general belief that if you want to seem like an interesting, cultured person, the best thing you can do is to showcase that you are open to new experiences," "That may be true, but I think we take for granted the other value of really digging deep into one domain."</p>
25	<p>O'Brien and his team exposed all participants to the same stimulus, including museum visits, movies, and video games, to test this hypothesis. The researchers found that participants said that repeating experiences were often far more enjoyable than they had predicted across the board.</p> <p>There is joy in repetition partly because every human mind wanders. Consequently, we miss a substantial part of every experience.</p>

Source information: Abridged Article from Reader's Digest taken from the internet. By Leah Fessler

Published Oct 18, 2020

www.britishcouncil.org

Question(s)

- 1 (a) Which two antonyms best summarise the passage? (1 mark)
- i. New versus old
 - ii. Repetition versus novelty
 - iii. Common versus uncommon
 - iv. Fear versus adventure
- 1 (b) Re-read lines 6 – 10. Give **two** reasons we are more interested in new experiences. (2 marks)
- 2 What qualities are ‘cultured people’ (line 23-25) generally thought to have? (1 mark)
- 3 Re-read lines 11 – 15. Explain why repetition is considered to be negative. (2 marks)
- 4 Re-read the text. (10 marks)
- Summarise what the writer says about repetition and novelty **in your own words**.
- Write no more than 120 words.

(Total marks 15)

Mark scheme

Point-based

1 (a) Which two antonyms best summarise the passage?	
v. New versus old	
vi. Repetition versus novelty	
vii. Common versus uncommon	
viii. Fear versus adventure	
Answer	Guidance
Repetition versus novelty	Award 1 mark for the correct answer.

1 (b) Re-read lines 6 – 10. Give two reasons people find new experiences more interesting.	
Answer	Guidance
<ul style="list-style-type: none"> • Fear of missing out • A result of / part of humans' evolution • Fight-or-flight psychology • Not possible to focus on both repeat and new experiences 	Award 1 mark for each correct point, up to a maximum of 2 marks.
2 What qualities are 'cultured people' (lines 23-25) generally thought to have?	
Answer	Guidance
<ul style="list-style-type: none"> • Thought to be interesting / not boring • Open to new experiences 	Award 1 mark for each correct response, up to a maximum of 2 marks.
3 Re-read lines 11 – 15. Explain why repetition is considered to be negative.	
Answer	Guidance
<p>Indicates:</p> <ul style="list-style-type: none"> • A lack of variety • A lack of novelty • Too much familiarity • Making safe choices 	Award 1 mark for each correct point, up to a maximum of 2 marks.

Level of response

<p>4 Re-read the text.</p> <p>Summarise what the writer says about repetition and novelty.</p> <p>Use your own words as far as possible. Write no more than 120 words.</p>

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 their own words).

Level descriptors

Level	Descriptors	Mark
4	<ul style="list-style-type: none">• Clear understanding of the 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 the 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:

Repetition

- People criticise themselves for not choosing something new.
- Has negative associations/connotations.
- Can become more enjoyable as the original experience was a long time ago.
- Dull / boring / monotonous.
- We like repeating our favourite activities (songs / films / tv programmes).

Novelty

- Leads to 'fear of missing out'
- Grabs more attention
- More stimulating / exciting
- Seeking new experiences commonly regarded as what cultured people do

English10HK2

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

Subject	Class	Question reference/File name	Set text
English	10	English10HK2	The Hundred Dresses I By El Bor Ester

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10HK2	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

5	<p>First Flight, Chapter 5</p> <p>Today, Monday, Wanda Petronski was not in her seat. But nobody, not even Peggy and Madeline, the girls who started all the fun, noticed her absence. Usually, Wanda sat in the seat next to the last seat in the last row in Room Thirteen. She sat in the corner of the room where the rough boys who did not make good marks sat, the corner of the room where there was most scuffling of feet, most roars of laughter when anything funny was said, and most mud and dirt on the floor.</p> <p>Wanda did not sit there because she was rough and noisy. On the contrary, she was very quiet and rarely said anything at all. And nobody had ever heard her laugh out loud. Sometimes she twisted her mouth into a crooked sort of smile, but that was all.</p>
---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10	Nobody knew exactly why Wanda sat in that seat unless it was because she came all the way from Boggins Heights, and her feet were usually caked in dry mud. But no one really thought that much about Wanda Petronski, once she sat in the corner of the room.
----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Source information: First Flight textbook, Chapter 5

https://drive.google.com/file/d/1HWNdK-tSGLTXG-F29HjUTd4_-l6NqABJ/view

Question(s)

- 1 The extract is about the main character, Wanda, in **The Hundred Dresses - I**. It is taken from the *First Flight* textbook. (15 marks)

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

With reference to the whole text, explore how the writer portrays Wanda.

In your answer, you should:

- describe her key characteristics
- explain how others interact with Wanda
- comment on the language the writer uses to portray Wanda

(Total marks 15)

Mark scheme

Level of response

1 The extract is about the main character, Wanda, in **The Hundred Dresses - I**. It is taken from the *First Flight* textbook.

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

With reference to the whole text, explore how the writer portrays Wanda.

In your answer, you should:

- describe her key characteristics
- explain what others think of Wanda
- comment on the language the writer uses to portray Wanda

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.

- Wanda is new in school and country.
- Polish by birth.
- She sits alone, never talks to anyone or laughs.
- Her impoverished residence, dress and background.
- The butt of ridicule/bullying.
- Girls talking to her are not friends but bullies who pick on her.
- Have fun at her expense.
- The description of her faded blue dress.
- Description of the classroom, her fellow pupils and roars of laughter.

-
- The dialogue showing the other girls' mockery (e.g. Peggy's 'most courteous manner').

English10NHD1

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

Subject	Class	Question reference/File name	Set text
English	10	English10NHD1	A long walk to Freedom - Prose

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10NHD1	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(s)

	A Long Walk to Freedom By Nelson Mandela
5	TENTH May dawned bright and clear. For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil.
10	The ceremonies took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria. For decades this had been the seat of white supremacy, and now it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government.
15	On that lovely autumn day I was accompanied by my daughter Zenani. On the podium, Mr de Klerk was first sworn in as second deputy president. Then Thabo Mbeki was sworn in as first deputy president. When it was my turn, I pledged to obey and uphold the Constitution and to devote myself to the well-being of the Republic and its people. To the assembled guests and the watching world, I said: Today, all of us do, by our presence here... confer glory and hope to new born liberty. Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud. We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the

	world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.
20	We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.
	Never, never, and never again shall it be that this beautiful land will again experience the oppression of one by another.
25	The sun shall never set on so glorious a human achievement Let freedom reign. God bless Africa!
30	A few moments later we all lifted our eyes in awe as a spectacular array of South African jets, helicopters and troop carriers roared in perfect formation over the Union Buildings. It was not only a display of pinpoint precision and military force, but a demonstration of the military's loyalty to democracy, to a new government that had been freely and fairly elected.

Question(s)

- 1 This is an extract from Nelson Mandela's autobiography, who became the first black president of South Africa in 1994. It is taken from the **Long Walk to Freedom** chapter in the *First Flight* textbook. (15marks)

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

With reference to the whole text, explore how Mandela presents his feelings about his 'long walk to freedom'.

In your answer, you should:

- describe the atmosphere of the day he became president
- explain his feelings about this historic day
- comment on the language he uses to convey his feelings

(Total marks 15)

Mark scheme

Level of response

1 This is an extract from the autobiography of Nelson Mandela who became the first black president of South Africa in 1994. It is taken from the **Long Walk to Freedom** chapter in the *First Flight* textbook.

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

With reference to the whole text, explore how Mandela presents his feelings about his 'long walk to freedom'.

In your answer, you should:

- describe the atmosphere of the day he became president
- explain his feelings about this historic day
- comment on the language he uses to convey his feelings

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 consider spelling and punctuation errors. This is an assessment of the 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 excitement of the day
- 'Pleasantly besieged by dignitaries'; 'the largest gathering'
- The historic moment: 'South Africa's first democratic, non-racial government'
- The setting: 'lovely sandstone atmosphere' 'that lovely autumn day'
- References to Mandela's inauguration speech
- His criticism of the apartheid past: 'an extraordinary human disaster'
- The language of victory
- Contrasting with the language of bondage
- The speech's closing declaration, 'Let freedom reign'
- Description of the 'spectacular' aerial display
- Reflections on the historical significance of the day
- The contrast between the 'deep and lasting wound of apartheid' and 'Man's goodness' - between the past and future

English10NHD3

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	10	English10NHD3	The story of my life – By Helen Keller

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10NHD3a	1				1
English10NHD3b	1				1
English10NHD32a		1			1
English10NHD32b		2			2
English10NHD33			5	5	10
Total marks	2	3	5	5	15

Item purpose

Question 1 assesses explicit understanding through short answer questions. Question 2 assesses implicit understanding through short answer questions. Question 3 is an extended answer response that assesses the ability to make a personal analytical response to an unseen text.

Source(s)

	The story of my life – by Helen Keller
5	<p>I was born on June 27, 1880, in Tuscumbia, a little town of northern Alabama. The family on my father's side is descended from Caspar Keller, a native of Switzerland, who settled in Maryland. One of my Swiss ancestors was the first teacher of the deaf in Zurich and wrote a book on the subject of their education-- rather a singular coincidence; though it is true that there is no king who has not had a slave among his ancestors, and no slave who has not had a king among his.</p> <p>My grandfather, Caspar Keller's son, "entered" large tracts of land in Alabama and finally settled there. I have been told that once a year he went from Tuscumbia to Philadelphia on horseback to purchase supplies for the plantation, and my aunt has</p>

	in her possession many of the letters to his family, which give charming and vivid accounts of these trips.
10	My father, Arthur H. Keller, was a captain in the Confederate Army, and my mother, Kate Adams, was his second wife and many years younger.
	I lived, up to the time of the illness that deprived me of my sight and hearing, in a tiny house consisting of a large square room and a small one, in which the servant slept. It is a custom in the South to build a small house near the homestead as an annex to be used on occasion. Such a house my father built after the Civil War, and when he married my mother they went to live in it. It was completely covered with vines, climbing roses and honeysuckles. From the garden it looked like an arbour. The little porch was hidden from view by a screen of yellow roses and Southern smilax. It was the favourite haunt of humming-birds and bees.
15	<i>Alabama</i> – a state in North America <i>smilax</i> – a plant
	Word count: 301 words

Source information : <http://www.afb.org/about-afb/history/online-library/story-my-life>

Question(s)

- 1 (a) Identify the place where Helen Keller's ancestors came from. (1 mark)
 - A. Alabama
 - B. Switzerland
 - C. Tuscumbia
 - D. Maryland
- 1 (b) State the topic of the letter mentioned in Line 10. (1 mark)
- 2 (a) What was the effect of Helen's illness? (1 mark)
- 2 (b) Explain the 'coincidence' referred to in line 5. (2marks)
- 3 Explore how Helen Keller presents aspects of her life in this extract. (10 marks)

In your answer, you **may** comment on:

- the information she gives about herself
- the language she uses.

Use references to the extract to support your answer.

(Total marks 15)

Mark scheme

Point-based

1 (a) Identify the place where Helen Keller's ancestors came from.	
A. Alabama B. Switzerland C. Tuscumbia D. Maryland	
Answer	Guidance
B. Switzerland	Award 1 mark for the correct answer.
1 (b) State the topic of the letter mentioned in Line 10.	
Answer	Guidance
Caspar Keller's son,	Details in the text. Award one mark for the correct answer.
2 (a) What was the effect of Helen's illness?	
Answer	Guidance
The family on her father's side is descended from Caspar Keller, a native of Switzerland, who settled in Maryland.	Details in the text. Award one mark for the correct answer with a maximum of two marks.
2 (b) Explain the 'coincidence' referred to in line 5.	
Answer	Guidance

She lived, up to the time of the illness that deprived me of my sight and hearing, in a tiny house consisting of a large square room and a small one, in which the servant slept.

Details in the text,
A short description of the house.

Level of response

3. Explore how Helen Keller presents aspects of her life in this extract.

In your answer, you **may** comment on:

- the information she gives about herself
- the language she uses.

Use references to the extract to support your answer.

The descriptors relate to AO3 (the first bullet) and AO4 (the second bullet). The AOs are evenly weighted, and responses are 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 points, though they are not required to do so; any valid point that can be reasonably supported should be accepted.

- Information about her date and place of birth
- Her Swiss ancestry
- The 'singular coincidence'
- The metaphor of kings and slaves
- The impact of her illness 'deprived me of my sight and hearing.'
- Descriptions of her home
- Descriptions of the garden and plants
- The porch: 'favourite haunt of humming-birds and bees'

English10PD1

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	10	English10PD1	Advertisement strategies of Coca-Cola

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PD1a	1				1
English10PD1b	2				2
English10PD12		2			2
English10PD13			1	1	2
English10PD14	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: Advertisement strategies <i>This text gives us an insight into the advertisement of coke. It includes an interview with two market research experts.</i> Big brands are often hard-pressed to do something ground-breaking when they're already so big. So, what did Coca-Cola do to appeal to the masses? They appealed to individuals — by putting their names on each bottle. The Share a Coke

5	campaign began in Australia in 2011 when Coca-Cola personalized each bottle using the 150 most popular names in the country.
10	Since then, the U.S. has followed suit, printing first names across the front of its bottles and cans in Coke's branded font. You can even order custom bottles on Coke's website to request things like nicknames and college logos. It was a breaking story across the marketing and advertising industry. Many consumers were enchanted by it, while others were confused by it — why make a temporary item so personal? Pepsi even released counter-ads shortly after the campaign launched.
15	Nonetheless, Coke received immediate attention for it. Coke fans are regular buyers, and the company leaned into that sense of individual ownership with full force. Wondering what name you'll get out of the vending machine was a fun thrill in and of itself — even if it isn't yours, it encourages you to "share a Coke" with whoever's name is on the front.
20	What business factors or research inspired 'Share a Coke'? <i>LA:</i> Our research showed that while teens and young adults loved that Coca-Cola was big and iconic, many felt we were not talking to them at eye level. Australians are extremely egalitarian. There's a phrase called "tall poppy syndrome." If anyone gets too big for their boots, they get cut down like a tall poppy. By putting first names on the packs, we were speaking to our fans at eye level.
25	<i>JR:</i> Australia is one of the world's most developed markets, which means growth is hard. We have a rich history of effective, innovative marketing. A few years ago, we created "Bottle Blast", a campaign that eventually spread to 80 markets. It defined why people loved Coke, but it wasn't making them buy more of it. Coke had become too familiar, too predictable. We were given a clear challenge by the head of the Pacific region to do something extraordinary. I remember Lucie saying, "We need to come back with something that makes everyone sit up because of its impact ...and we only have a few weeks."

Source information: website link: <https://blog.hubspot.com/marketing/best-advertisements>

Question(s)

- 1 (a) Identify the word from the text which means 'influential and recognizable':

(1 mark)

- A. Egalitarian
- B. Extraordinary
- C. Iconic
- D. Innovative

- 1 (b) From paragraph 1, give **two** facts about the Coca-Cola company. (2 marks)
2. From paragraph 3, identify **two** ways that Coca-Cola encouraged the buyers to “share a Coke”. (2 marks)
- 3 Explain the significance of the phrase “tall poppy syndrome” as used in the text. (2 marks)
- 4 Re-read the text. (8 marks)
- Summarise the strategies Coca-Cola used to sell its product.
- Use your own words as far as possible.** Write no more than 120 words.
- (Total marks 15)**

Mark scheme

Point-based

1 (a) Identify the word from the text which means influential and recognizable.	
A. Egalitarian B. Extraordinary C. Iconic D. Innovative	
Answer	Guidance
C. Iconic (1)	Award 1 mark for the correct answer.
1 (b) From paragraph 1, give two facts about the Coca-Cola company.	
Answer	Guidance
<ul style="list-style-type: none"> Put names on bottles / appealed to individuals Began Share a Coke campaign (in Australia in 2011) 	Award 1 mark for each point, up to a maximum of 2 points.

<ul style="list-style-type: none"> Personalised each bottle / used 150 most popular names on bottles 	
2 From paragraph 3, identify two ways that Coca-Cola encouraged the buyers to “share a Coke”.	
Answer	Guidance
<ul style="list-style-type: none"> Targeted sense of individual ownership Focused on thrill/fun 	Award 1 mark for each point, up to a maximum of 2 points.
3 Explain the significance of the phrase “tall poppy syndrome” as used in the text.	
Answer	Guidance
<ul style="list-style-type: none"> It is a metaphor Used to emphasise the egalitarianism of Australians Tall poppies brought to earth / cut down to size (however expressed) 	Award 1 mark for each point, up to a maximum of 2 points.

Level of response

<p>4 Re-read the text.</p> <p>Summarise the strategies Coca-Cola used to sell its product.</p> <p>Use your own words as far as possible. Write no more than 120 words.</p>

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 their own words)

Level descriptors

Level	Descriptors	Mark
4	<ul style="list-style-type: none"> Clear understanding of the 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 the 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:

- Targeted individuals
- Personalised bottle / using 150 most common names
- Used campaigns
- It started in Australia / then the US / finally 80 markets
- Targeted sense of individual ownership
- Played on consumers' sense of fun
- Appealed to egalitarian instincts
- Addressed fans directly / at eye level
- Used innovative marketing methods

English10PD3

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

Subject	Class	Question reference/File name	Set text
English	10	English10PD3	NCERT textbook (First Flight) prose glimpses of India

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PD33	2				2
English10PD34		3			3
English10PD35				10	10
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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s):

	Coorg Coorg is a coffee country famous for its rainforests and spices. Midway between Mysore and the coastal town of Mangalore sits a piece of heaven that must have drifted from the kingdom of God. This land of rolling hills is inhabited by a proud race of martial men, beautiful women and wild creatures.
5	Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers. The Coorg Regiment is one of the most decorated in the Indian Army, and the first Chief of the Indian Army, General Cariappa, was a Coorgi. Even now, Kodavus are the only people in India permitted to carry firearms without a licence. The river, Kaveri, obtains its water from the hills and forests of Coorg.
10	
15	Mahaseer — a large freshwater fish — abound in these waters. Kingfishers dive for their catch, while squirrels and langurs drop partially eaten fruit for the mischief of enjoying the splash and the ripple effect in the clear water. Elephants enjoy being bathed and scrubbed in the river by their mahouts. The most laidback individuals become converts to the life of high-energy adventure with river rafting, canoeing, rappelling, rock climbing and mountain biking. Numerous walking trails in this region are a favourite with trekkers. Birds, bees and butterflies are there to give you company.
20	Macaques, Malabar squirrels, langurs and slender loris keep a watchful eye from the tree canopy. I do, however, prefer to step aside for wild elephants. The climb to the Brahmagiri hills brings you into a panoramic view of the entire misty landscape of Coorg. A walk across the rope bridge leads to the sixty-four-acre island of Nisargadhama. Running into Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe, is a bonus.

Source information: First Flight textbook Chapter 7: Part II 'Coorg'

<https://drive.google.com/file/d/1bmOQPDBFNR1cuu3swkCXdDbjBktNZ-PF/view>

Question(s)

- 1 This extract tells you about Coorg. It is taken from the **Glimpses of India** chapter in the *First Flight* textbook. The chapter deals with Goa and Assam as well as Coorg.

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

With reference to the whole text, explore how the writer creates memorable impressions of Coorg.

In your answer, you should:

- describe key features of the place
- explain what is memorable about Coorg

comment on the language the writers use to make Coorg memorable.

(15 marks)

Mark scheme

Level of response

1 This extract tells you about Coorg. It is taken from the **Glimpses of India** chapter in the *First Flight* textbook. The chapter deals with Goa and Assam as well as Coorg.

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

With reference to the whole text, explore how the writer creates memorable impressions of Coorg.

In your answer, you should:

- describe key features of the place
- explain what is memorable about Coorg
- comment on the language the writers use to make Coorg memorable.

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 consider spelling and punctuation errors. This is an assessment of the 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 location
- Its proud people and their heritage
- Their hospitality
- The season of joy when the 'weather is perfect.'
- The service of Coorgi for the Indian army
- Description of the scenery
- Description of the animals 'enjoying the splash and ripple effect in the clear water.'
- The description of 'a piece of heaven' towards the start of the text
- The peaceful, misty, panoramic view of Coorg from the hills that ends the text.

English10PJ1

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

Subject	Class	Question reference/File name	Set text
English	10	English10PJ1	How to tell wild animals

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PJ11a	1				1
English10PJ11b	2				2
English10PJ12		2			2
English10PJ13			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 that assesses the ability to analyse a poet's 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: Class 10 NCERT English Literature and Language book 'First Flight'

5	<p>Title: How to tell wild animals</p> <p>Poet: Carolyn Wells</p> <p>If ever you should go by chance To jungles in the east; And if there should to you advance A large and tawny beast, If he roars at you as you're dyin' You'll know it is the Asian Lion...</p>
---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10	<p>Or if some time when roaming round, A noble wild beast greets you, With black stripes on a yellow ground, Just notice if he eats you. This simple rule may help you learn The Bengal Tiger to discern.</p>
15	<p>If strolling forth, a beast you view, Whose hide with spots is peppered, As soon as he has lept on you, You'll know it is the Leopard.</p>
20	<p>'Twill do no good to roar with pain, He'll only leap and leap again.</p>
25	<p>If when you're walking round your yard You meet a creature there, Who hugs you very, very hard, Be sure it is a Bear.</p>
30	<p>If you have any doubts, I guess He'll give you just one more caress.</p>
35	<p>Though to distinguish beasts of prey A novice might nonplus, The Crocodile you always may Tell from the Hyena thus: Hyenas come with merry smiles; But if they weep they're Crocodiles</p>
	<p>The true Chameleon is small, A lizard sort of thing; He hasn't any ears at all, And not a single wing. If there is nothing on the tree, 'Tis the chameleon you see.</p>

Source: Class 10 NCERT English Literature and Language book 'First Flight'

Question(s)

- 1 (a) Which of the following is **not** a synonym for 'peppered' (line 15)?
- A. Dotted
 - B. Sprinkled
 - C. Coloured
 - D. Speckled
- (1 mark)
- 1 (b) Identify **two** characteristics the writer gives of Bengal tigers.
- (2 marks)
- 2 What contrasting emotions does the writer suggest are characteristic of hyenas and crocodiles? Give evidence for your answer.
- (2 marks)
- 3 How does the writer make the animals appear so comical?
- In your answer, you may write about:
- the characteristics she gives the animals
 - the language she uses to describe them
 - the structure of the poem.
- Use references to the poem to support your response.
- (10 marks)
- (Total marks 15)**

Mark scheme

Point-based

1 (a) Which of the following is not a synonym for 'peppered' (line 15)?	
A. Dotted	
B. Sprinkled	
C. Coloured	
D. Speckled	
Answer	Guidance
C. Coloured.	Award 1 mark for the correct answer.
1 (b) Identify two characteristics the writer gives of Bengal tigers.	

Answer	Guidance
<ul style="list-style-type: none"> • Noble animal • Wild animal • Black stripes against yellow background • Eats humans 	Award 1 point for each correct point, up to a maximum of 2 marks.
<p>2 What contrasting emotions do the writer suggest are characteristic of hyenas and crocodiles? Give evidence for your answer.</p>	
Answer	Guidance
<ul style="list-style-type: none"> • Hyenas are happy 'with merry smiles' • Crocodiles are unhappy - 'they weep' 	Award 1 point for each correct point, up to a maximum of 2 marks.

Level of response

<p>3 How does the writer make the animals appear so comical?</p> <p>In your answer, you may write about:</p> <ul style="list-style-type: none"> • the characteristics she gives the animals • the language she uses to describe them • the structure of the poem <p>Use references to 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. There should be at least some comment on each language and structure for the highest two levels.

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 	7-8

	<ul style="list-style-type: none"> • A wide range of references used to support the analysis 	
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 an explanation 	5-6
2	<ul style="list-style-type: none"> • Some straightforward comments 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

Relating to each animal:

- Asian Lion: His loud roar may lead to the death of his prey/human being.
- The Bengal Tiger: He can easily eat his prey, so one has to be cautious of his presence.
- Leopard: He leaps at his prey very quickly, thereby killing him.
- Bear: A person cannot escape his tight hug, so one should refrain from coming near him.
- Hyena and Crocodile: Hyena's smile and crocodile's tears are misleading, as it acts a warning before they attack their prey.
- Chameleon: It is known for its habit of camouflaging with the surrounding, so one should be aware of the presence in the woods.

Students **may** comment on the following:

Language points:

- Colloquial language: 'you're dyin'
- Direct address to the reader
- The vivid descriptions of the animals' appearances and supposed personalities
- Onomatopoeia such as 'roars'
- Personification: e.g. 'greeted you'; 'hugs you'

Structure points:

- A different animal for each stanza
- Use of rhyme, sometimes forced: e.g. dyin' / Lion
- The idea of the reader 'roaming', 'strolling', 'walking' running through the poem
- The idea of knowledge being imparted: e.g. 'help you learn / The Bengal Tiger to discern.'

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be considered 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 effect.

English10PJ2

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

Subject	Class	Question reference/File name	Set text
English	10	English10PJ2	From the Diary of Anne Frank

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PJ2	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

	From the Diary of Anne Frank
5	<p>My father, the most adorable father I've ever seen, didn't marry my mother until he was thirty-six and she was twenty-five. My sister, Margot, was born in Frankfurt in Germany in 1926. I was born on 12 June 1929. I lived in Frankfurt until I was four. My father emigrated to Holland in 1933. My mother, Edith Hollander Frank, went with him to Holland in September, while Margot and I were sent to Aachen to stay with our grandmother. Margot went to Holland in December, and I followed in February, when I was plunked down on the table as a birthday present for Margot.</p>
10	<p>I started right away at the Montessori nursery school. I stayed there until I was six, at which time I started in the first form. In the sixth form my teacher was Mrs Kuperus, the headmistress. At the end of the year we were both in tears as we said a heartbreaking farewell.</p> <p>In the summer of 1941 my grandma fell ill and had to have an operation, so my birthday passed with little celebration.</p>

15	<p>Grandma died in January 1942. No one knows how often I think of her and still love her. This birthday celebration in 1942 was intended to make up for the other, and Grandma's candle was lit along with the rest.</p> <p>The four of us are still doing well, and that brings me to the present date of 20 June 1942, and the solemn dedication of my diary.</p>
----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Source information: First Flight textbook, Chapter 4

https://drive.google.com/file/d/1CGJ5b-rywTtXnGiktnkeb36z_u-i9ayt/view

Question(s)

- 1 This extract from **The Diary of Anne Frank** is taken from the *First Flight* textbook. It is written by a Jewish girl while in hiding with her family from the Nazis during the German occupation of Amsterdam in World War II.

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

With reference to the whole extract in the textbook, explore how Anne Frank movingly conveys her thoughts and feelings.

In your answer, you should:

- describe what you learn of Anne's situation
- explain what the diary shows us about her feelings
- comment on Anne's use of language in her diary.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 This extract from **The Diary of Anne Frank** is taken from the *First Flight* textbook. It is written by a Jewish girl while in hiding with her family from the Nazis during the German occupation of Amsterdam in World War II.

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

With reference to the whole extract in the textbook, explore how Anne Frank movingly conveys her thoughts and feelings.

In your answer, you should:

- describe what you learn of Anne's situation
- explain what the diary shows us about her feelings
- comment on Anne's use of language in her diary

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 consider spelling and punctuation errors. This is an assessment of the 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.

- Considered writing in a diary 'a strange experience.'

-
- She had never written a diary before because no one would be interested in reading about a thirteen-year-old girl.
 - She felt the need to write to relax her mind.
 - Believed that 'Paper has more patience than people.'
 - Diary was a compensation to pour her thoughts as she didn't have any real friends.
 - She had the whole family but still felt lonely.
 - She considered her diary as a friend so kept its name as 'Kitty.'
 - Provides sketch of her family, school life.
 - The anecdote about Mr Keesing and chatterboxes.

English10PJ3

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	10	English10PJ3	Reading text B prose/literary non-fiction Travel writing

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PJ31a	1				1
English10PJ31b	1				1
English10PJ32a		1			1
English10PJ32b		2			2
English10PJ33			5	5	10
Total marks	2	3	5	5	15

Item purpose

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

Source(s)

Title – Fabien Cousteau: Into the Deep <i>In this article, the legendary French explorer Jacques Cousteau is interviewed about the Mission 31 science expedition where he spent more than a month below the surface in an undersea laboratory.</i> “The biggest hardship of scuba diving is the time when you realize that you have to go back up to the surface,” says Fabien Cousteau, grandson of legendary ocean explorer Jacques Cousteau. A dedicated philanthropist and environmental activist, the aquanaut, recently spent 31 days living in the world’s only underwater marine laboratory, 63 feet under the sea in the Florida Keys. “For Mission 31 specifically, what was probably the most jarring part was going from a cacophony of life, these fireworks display of life in front of your face 24/7, to piercing

5	the surface and finding silence and an empty sky,” he reflects. “It’s been a whirlwind, but it’s been a wonderful, wonderful experience,” he says of the past three months since he stepped into the global spotlight with the groundbreaking Mission 31.
10	Not only exploring the ocean, there was a deeper narrative to Mission 31. Three years’ worth of scientific data was collected, with areas of study including climate change, ocean pollution and the decline of biodiversity — all pertinent to our everyday lives. For example, the team could provide very tangible visuals on what pollution does to a coral reef system, which affects the network of biodiversity and, in turn, our health through what we eat.
15	The expedition honoured the 50th anniversary of his grandfather’s 30-day Conshelf II underwater living trials in the Red Sea in the early days of saturation diving. Cousteau and his team lived in Aquarius (“the size of a bus”) for a full lunar cycle, with daily diving trips of up to nine hours and education initiatives such as Skype classroom sessions that reached 70,000 students worldwide.
20	Despite such a packed timetable, he says, “There were certainly moments when I was elated when I would just thank my lucky stars that I was blessed enough to have my eyes opened by the previous generations of what an amazing world this is.” He surpassed his grandfather’s mission by not only staying down longer but going 30 feet deeper and by using new communication technology, which meant that every moment was broadcast on multiple channels globally. “It’s the first time on a Cousteau expedition that we’ve been able to invite the world in live,” he says.
	Total words: 369 (abridged from original text)

Source information: <https://world-words.com/travel-article-about-fabien-cousteau/#more-3281>

Link retrieved on April 1 2021

Question(s)

1

1 (a)

Which of the following is a synonym for ‘jarring’?

- A. expected
- B. exciting
- C. important
- D. disagreeable

(1 mark)

- 1 (b) From lines 6 – 10, which **one** word shows that Cousteau experienced a lot of things in a short period of time? (1 mark)
- 2 (a) Why do you think Cousteau's mission was named 'Mission 31'? (1 mark)
- 2 (b) Re-read lines 16 – 20. Give **two** pieces of evidence that show how challenging Mission 31 was. (2 marks)
- 3 Re-read the text.
Summarise Cousteau's experiences during Mission 31.
Use your own words as far as possible. Write no more than 120 words. (10 marks)
- (Total marks 15)**

Mark scheme

Point-based

1 (a) Which of the following is a synonym for 'jarring'?	
A. expected B. exciting C. important D. disagreeable	
Answer	Guidance
E. disagreeable	Award 1 mark for the correct answer.
1 (b) From lines 6 – 10, which one word shows that Cousteau experienced a lot of things in a short period of time?	
Answer	Guidance
D. whirlwind	Award 1 mark for the correct answer.
2 (a) Why do you think Cousteau's mission was named 'Mission 31'?	
Answer	Guidance

He spent 31 days living in the underwater marine laboratory (1)	Award 1 mark for the correct answer.
2 (b) Re-read lines 16 – 20. Give two pieces of evidence that show how challenging Mission 31 was.	
Answer	Guidance
<ul style="list-style-type: none"> Stayed underwater for a full lunar cycle / 31 days Diving trips were made every day ...and last up to 9 hours Skype sessions with extremely large audiences 	Award 1 mark for each correct point, up to a maximum of 2 marks.

Level of response

<p>3 Re-read the text.</p> <p>Summarise Cousteau's experiences during Mission 31.</p> <p>Use your own words as far as possible. Write no more than 120 words.</p>

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 comments 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 	1-2

	<ul style="list-style-type: none"> Limited awareness of the task 	
0	Nothing to reward	0

Indicative content

Students may comment on the following:

- Found silence and an empty sky
- Whirlwind, but a wonderful, wonderful experience
- The expedition honoured the 50th anniversary of his grandfather's underwater living trials.
- Cousteau and his team lived in Aquarius ("the size of a bus") for a full lunar cycle.
- Diving trips of up to nine hours.
- Education initiatives such as Skype classroom sessions reached 70,000 students worldwide.
- Felt elated and thanked his stars.
- Surpassed his grandfather's mission.
- It went 30 feet deeper.
- Used communication technology to broadcast on channels globally.

English10PM1

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	10	English10PM1	Travel writing- Lake Malawi's lost resort – extract Source: The Guardian

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
ENGLISH10PM1a	1				1
ENGLISH10PM1b	1				1
ENGLISH10PM12a		1			1
ENGLISH10PM12b		2			2
ENGLISH10PM13			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 that assesses the ability to make a personal analytical response to an unseen text.

	Lake Malawi's lost resort – extract
	<i>In this extract from Lonely Planet's "Better than Fiction", novelist Marina Lewycka reveals how getting lost in the African bush led her to find paradise by Lake Malawi.</i>
5	It's easy to get off the beaten track in Malawi. In fact, it can be difficult to stay on it, as we found one early evening in July three years ago. It was that dangerous twilight time in Malawi when road accidents are frequent. It became obvious that we weren't going to get to Nkhata Bay that evening, and we'd have to stop somewhere over. Suddenly, out of the dusk, a crooked, hand-painted wooden sign flickered across our headlights: "Maia Beach Cafe Accommodashon".
10	We heard voices, coming from somewhere beyond the bushes. Two boys and an older man appeared. They greeted us, grinning. We followed them, without knowing who they were or where they were taking us. I felt alternating waves of panic and resignation. At last, we came to a small hamlet, a man emerged from one of the houses. We asked whether we could stay at the Maia Beach accommodation. "You

15	are welcomed," he smiled. We followed him as he set off again down a winding track. The other man and the boys tagged along too, as did a few villagers. This beach resort, we were told, had been created by an English couple from Birmingham. After our rescuers vanished into the night, we fell into a deep sleep.
20	We were woken by bright sunlight...I pushed open the door of our hut and gasped at the sheer beauty of our surroundings. After all the trauma of the previous night, we'd landed in paradise. And, as in paradise, there were angels: a gaggle of ragged smiling children had gathered at our door. At last, when we packed up our things in the car, I found my copy of <i>Middlemarch</i> and the electric toothbrush were missing. Maybe some of the angels were not so angelic but given the huge disparities in income between them and us, it was a small price to pay.
25	Recently, we drove up the lake road thinking to spend a few nights at Maia Beach. We stopped some passing locals to get directions. "Maia Beach?" They shook their heads. "There is no such place around here." I remembered the terrors of our previous visit, the dark trail through the bushes, and my heart pounding with fear that the villagers would kidnap or rob us. That's when it occurred to me that maybe, in their own gentle way, they actually had.
	<i>Middlemarch</i> – a long Victorian novel (394 Words, Abridged)

Source: 'Better than Fiction', **Marina Lewycka**, *Lonely Planet*,
theguardian.com/travel/2012/nov/23/lake-malawi-holiday-travel-fiction

Question(s)

- 1 What made the author think that they had landed in paradise?
 (a) A. The bright sunlight
 B. The show of hospitality
 C. The location's natural beauty
 D. The hamlet's small size
 (1 mark)
- 1 What is the meaning of 'disparities' in line 26?
 (b) (1 mark)
- 2 Identify the correct meaning of the phrase "to get off the beaten track" (line 1).
 (a) A. To avoid overcrowded and busy places
 B. To follow a route that is frequently travelled
 C. To move away from an unsafe path or place
 D. To undertake a journey to an unfamiliar place
 (1 mark)

- 2 “...our rescuers vanished into the night.” (Line 17)
 (b) Who are the ‘rescuers’ referred to in this quotation? (1 mark)

- 3 Explore how the writer conveys the writer’s thoughts and feelings about her trip to Maia Beach.

In your answer, you should comment on:

- the language the writer uses to convey her thoughts and feelings
- the way she organises her material.

(10 marks)

Make references to the text to support your answer.

(Total marks 15)

Mark scheme

Point-based

1 (a) What made the author think that they had landed in paradise?	
Answer	Guidance
C. The location’s natural beauty	Award 1 mark for the correct answer.
1 (b) What is the meaning of the word ‘disparities’ in line 26?	
Answer	Guidance
Inequality / imbalance / differences / divergences	Award 1 mark for the correct response. Allow valid synonyms. Accept the word in singular or plural form.
2 (a) Based on your understanding of the given passage, identify the correct meaning of the phrase: “to get off a beaten track”.	
Answer	Guidance
D. To undertake a journey to an unfamiliar place.	Award 1 mark for the correct answer.
2 (b) “...our rescuers vanished into the night.” (line 17) Who are the ‘rescuers’ referred to in this quotation?	
Answer	Guidance
<ul style="list-style-type: none"> The older man and the two boys who greeted them The man who welcomed them and agreed to let them stay at the resort. A group of amused villagers who showed them the way to the beach resort. 	Award 1 mark for each point, up to a maximum of 2 marks.

3. Explore how the writer conveys the writer's thoughts and feelings about her trip to Maia Beach.

In your answer, you should comment on:

- the language the writer uses to convey her thoughts and feelings
- the way she organises her material.

Make references to the text to support your answer.

The descriptors relate to AO3 (the first bullet point) and AO4 (the second bullet point). The AOs are evenly weighted, and responses are 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 comments 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 writer recalls the doubts and apprehensions faced by her on her first visit to Malawi.
- Her initial perception of the place and its inhabitants was shaped by the emotions of fear, pity and sympathy.
- The reference to "...a crooked, hand-painted wooden sign flickered across our headlights: "Maia Beach Cafe Accommodation".
- The words describing the pleasant aspects of staying at "Maia Beach Accommodation."
- Touched by the scenic beauty and hospitality, the author decides to revisit the resort only to realise that no such resort ever existed.
- 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 explanations.
- evaluate how the writer conveys her thoughts and feelings about Maia Beach.

English10PM2

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

Subject	Class	Question reference/File name	Set text
English	10	English10PM2	Footprints without Feet – A Triumph of Surgery

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 Marks	Marks
English10PM2a	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

5	<p>The Triumph of Surgery By James Herriot</p> <p><i>This is an excerpt from the chapter named ‘The Triumph of Surgery’ written by James Herriot wherein he narrates a humorous story about the recovery of a pet dog named Tricki.</i></p> <p>Within minutes, about thirty feet of gleaming black metal drew up outside the surgery. The chauffeur opened the door, and I could just make out the figure of Mrs Pumphrey almost lost in the interior. Her hands were tightly clasped in front of her; her lips trembled. “Oh, Mr Herriot, do tell me the truth. Is he really better?”</p> <p>“Yes, he’s fine. There’s no need for you to get out the car – I’ll go and fetch him”.</p>
---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10	I walked through the house into the garden. A mass of dogs was hurtling round and round the lawn and in their midst, ears flapping, tail waving, was the little golden figure of Tricki. In two weeks he had been transformed into a lithe, hard-muscled animal; he was keeping up well with the pack, stretching out in great bounds, his chest almost brushing the ground.
15	I carried him back along the passage to the front of the house. The chauffeur was still holding the car door open and when Tricki saw his mistress he took off from my arms in a tremendous leap and sailed into Mrs Pumphrey's lap. She gave a startled "Ooh!" And then had to defend herself as he swarmed over her, licking her face and barking. During the excitement, I helped the chauffeur to bring out the beds, toys, cushions, coats and bowls, none of which had been used. As the car moved away, Mrs Pumphrey leaned out of the window. Tears shone in her eyes. Her lips trembled. "Oh, Mr Herriot," she cried, "how can I ever thank you? This is a triumph of surgery!"

Source information:

https://drive.google.com/file/d/1SUQ1_Sbc_MVeiNIL2Q5_Bdige8rr9x_D/view

Question(s)

1 This extract is from **The Triumph of Surgery**, by James Herriot, taken from the *Footprints Without Feet* textbook. The story is about the recovery of a pet dog named Tricki.

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

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

In your answer, you should:

- describe the term surgery, which corresponds to its meaning in the text.
- explain Mrs. Pumphrey's reaction after she learns of Tricki's recovery.
- comment on the use of humour in the given text.

Use references to the text to support your answer.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 What is meant by the term 'surgery' in the text? Why does Mrs Pumphrey proclaim Tricki's recovery as 'a triumph of surgery'? Do you think the use of humour in a story makes it more appealing to the readers? Justify with reference to the text 'A Triumph of Surgery'.

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 consider spelling and punctuation errors. This is an assessment of the 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 character of Mrs Pumphrey, who thought Tricki had been suffering from malnutrition
- Giving the dog a bowl of Horlicks to 'build him up.'
- The reality that Tricki was a greedy dog / a glutton.
- Mrs Pumphrey spoiling her dog, giving him too much food and insufficient exercise.
- The dog's 'whole wardrobe' is of 'little tweed coats.'
- Mrs Pumphrey's melodramatic response when told the dog would be hospitalised – she 'almost swooned.'
- The other dogs were initially ignoring this 'uninteresting object', becoming later 'an accepted member of the gang.'
- The comic nature of the dialogue in the extract.
- The extreme nature of her relief: 'Her lips trembled.'
- The hyperbole of a triumph of surgery.'

English10PM3

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

Subject	Class	Question reference/File name	Set text
English	10	English10PM3	First Flight Poem – The Trees

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PM3a	1				1
Total marks					1

Item purpose

Question no. 1a assesses the learner's ability to understand the explicit meaning of the text.

Source(s)

	Trees
5	The trees inside are moving out into the forest, the forest that was empty all these days where no bird could sit no insect hides no sun buries its feet in shadow the forest that was empty all these nights will be full of trees by morning.
10	All night the roots work to disengage themselves from the cracks in the veranda floor. The leaves strain toward the glass small twigs stiff with exertion long-cramped boughs shuffling under the roof. like newly discharged patients

15	half-dazed, moving to the clinic doors.
20	I sit inside, doors open to the veranda writing long letters in which I scarcely mention the departure of the forest from the house.
25	The night is fresh, the whole moon shines In a sky still open the smell of leaves and lichen still reaches like a voice into the rooms
30	My head is full of whispers which tomorrow will be silent. Listen. The glass is breaking. The trees are stumbling forward into the night. Winds rush to meet them. The moon is broken like a mirror, its pieces flash now in the crown of the tallest oak.

Source: First Flight (Textbook in English for class X)

Question(s)

- 1 (a) Which of the following best sums up the topic of this poem?
- A. The creative process involved in the making of a poem
 - B. The movement of the trees towards their natural habitat
 - C. The plight of a patient about to be released from the hospital
 - D. The sufferings perpetrated on humankind by natural forces

(1 mark)

(Total marks 1)

Mark scheme

Point-based

1 (a) What does the poem focus on?	
Answer	Guidance
Option B The movement of the trees towards their natural habitat.	<ul style="list-style-type: none">• Full mark for correct response.• No mark shall be awarded for any other response

English10PVN1

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	10	English10PVN1	Text A - Information Magazine article

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PVN11a	1				1
English10PVN11b	2				2
English10PVN12		2			2
English10PVN13			1	1	2
English10PVN14	4	4			8
Total marks	7	6	1	1	15

Item purpose

Question 1 assesses explicit understanding through multiple-choice questions. Question 2 assesses implicit understanding through short answer questions. Question 3 is an extended answer response that assesses the ability to make a personal analytical response to an unseen text.

Source(s)

5	<p>Dance Therapy</p> <p><i>This is an article on how an art form – ‘classical dance’ – can empower and liberate people, especially the underprivileged girls.</i></p> <p>Nehha Bhatnagar, 30, found it hard to accept that a dance tradition as spiritual as Bharatanatyam would be limited to just a handful privileged enough to learn classical art. After her training in Ganesa Natyalaya under gurus Saroja and Rama Vaidyanathan, earning degrees in international relations and political science from acclaimed institutions and touring the world performing for the who's who, this bothered her.</p>
---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10	Could the spirituality of classical dance and the strength of international diplomacy be married? Was it possible to create an inclusive space for the performing arts, and eventually art education? The genesis of Sarvam Foundation was rooted in these questions. Nehha explains, "I was socially conscious and sensitive to the disparity around us. This led me to start teaching underprivileged girls the rudiments of Bharatanatyam." Lucky to be from a well-to-do family, she had what it took to succeed, in the conventional sense of the word. "I could have lapsed into a predictable career path. But a voice within urged me to share some of my luck with those who had none."
15	
20	Sarvam — 'all', 'together' or 'everyone' in Sanskrit — was founded in 2012 with the purpose of bringing the classical arts to all, "from the girl child in the slum to the corporate executive in her glass tower. New artistes, new audiences, new technicians, new ideas — open for all, accessible to all." What began initially as a platform to curate and promote senior artistes soon transformed and expanded to the Sarvam Plus programme, geared at teaching life skills to the underprivileged girl child through the classical dance forms of Bharatanatyam, Kathak and Kuchipudi. With the support of a small team of like-minded people, and the blessings of friends and family, Sarvam started its operations in the urban villages of Kishangarh and Rangpuri Pahari surrounding Vasant Kunj, New Delhi, where Nehha lives.
25	Currently 20 girls, between the ages 10 and 16, make up the group, but the impact of Sarvam can be measured not in numbers but in the possibilities it has shown. The dance modules – derived from mythological texts, a woman's strength, the masculine-feminine balance, to morality – help the girls with "skill-building, developing confidence and enthusiasm, firing their imagination, teaching hygiene, learning about nutrition, our heritage and discipline, exploring new avenues, and, of course, dance. We endeavour to instil self-worth".
	Total words: 388 (abridged from original text)

Source information: Article by Suchismita Ukil under the topic 'Everyday Heroes – Dance Therapy' published in November 2017 issue of Reader's Digest.

Online Source: <https://www.readersdigest.in/true-stories/story-dance-therapy-124440>

Question(s)

1 (a) What type of art is Bharatanatyam?

(1 mark)

1 (b) Identify the main purpose of starting the Sarvam Foundation. Give the meaning of the word 'Sarvam'.

(2 marks)

- 2 What does Nehha mean by saying “predictable career path” (line 12) – and why doesn’t she take it?

(2 marks)

- 3 Comment on the meaning of the word ‘married’ in the passage (line 7).
Give an alternative word for ‘married’.

(2 marks)

- 4 Re-read the text.

Summarise how Sarvam Foundation and Sarvam Plus Programme were started and their positive impact on underprivileged girls.

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) What type of art is Bharatanatyam?	
Answer	Guidance
Classical art or Performing art	Award 1 mark for either response.
1 (b) Identify the main purpose of starting the Sarvam Foundation. Give the meaning of the word ‘Sarvam’.	
Answer	Guidance
<ul style="list-style-type: none">The purpose is to bring the classical arts to all.Meaning of Sarvam is all/together/everyone	Award 1 mark for each point, up to a maximum of 2 points.
2 What does Nehha mean by saying “predictable career path” (line 12)? Why doesn’t she take it?	
Answer	Guidance
<ul style="list-style-type: none"><i>A predictable career path means</i> any career based on her educational qualification.	Award 1 mark for each point, up to a maximum of 2 points.

<ul style="list-style-type: none"> • <i>She does not take it as she wanted to take dance as her career as well as service to the underprivileged.</i> 	
3 Comment on the usage of the word 'married' in the passage (line 7). Give an appropriate alternative word for 'Married'.	
Answer	Guidance
<ul style="list-style-type: none"> • The word 'married' is used in the sense of joining or combining two things. • Alternative word: Joined, combined, etc. 	Award 1 mark for each point, up to a maximum of 2 points.

Level of response

<p>4 Re-read the text.</p> <p>Summarise how Sarvam Foundation and Sarvam Plus Programme were started and their positive impact on underprivileged girls.</p> <p>Use your own words as far as possible. Write no more than 120 words.</p>

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 their own words).

Level descriptors

Level	Descriptors	Mark
4	<ul style="list-style-type: none"> • Clear understanding of the 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 the text and/or task • Simple points, lifted from the text 	1-2

0	Nothing to reward	0

Indicative content

How they were started

- Sarvam Foundation started by Nehha Bhatnagar
- Teaching the basics to the underprivileged
- She wanted to create a special place for the art using her knowledge of the art and the world
- The mission statement
- “Bringing music to all” in the year 2012.
- Support of like-minded people led to Sarvam Plus Programme Impact it created
- She taught life skills to underprivileged girls through the classical dance forms of Bharatanatyam, Kathak and Kuchipudi.
- Girls developed confidence / enthusiasm / imaginative skills
- Learnt about hygiene/nutrition
- Learnt about heritage
- Taught to explore new avenues
- Constant endeavour to instil self-worth

English10PVN2

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

Subject	Class	Question reference/File name	Set text
English	10	English10PVN2	A Tiger in the Zoo

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PVN21a	1				1
English10PVN21b	2				2
English10PVN22		2			2
English10PVN23			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 that 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.

	A Tiger in the Zoo
5	He stalks in his vivid stripes The few steps of his cage, On pads of velvet quiet, In his quiet rage.
10	He should be lurking in shadow, Sliding through long grass Near the water hole

15	<p>Where plump deer pass.</p> <p>He should be snarling around houses</p> <p>At the jungle's edge,</p> <p>Baring his white fangs, his claws,</p> <p>Terrorising the village!</p>
20	<p>But he's locked in a concrete cell,</p> <p>His strength behind bars,</p> <p>Stalking the length of his cage,</p> <p>Ignoring visitors.</p>
	<p>He hears the last voice at night,</p> <p>The patrolling cars,</p> <p>And stares with his brilliant eyes</p> <p>At the brilliant stars.</p> <p>By Leslie Norris</p>

Source: Class 10 NCERT English Literature and Language book 'First Flight.'

Question(s)

- 1 (a) Identify the poetic device in the phrase 'behind bars'.
 A. assonance
 B. rhyme
 C. alliteration
 D. onomatopoeia
 (1 mark)
- 1 (b) From lines 1 – 4, give **two** details that you learn about the tiger.
 (2 marks)
- 2 Explain why you think Norris says the tiger 'should be lurking in shadow' (line 5).
 (2 marks)
- 3 Explore how Norris conveys his thoughts about the tiger in the poem.
 In your answer, you should:

- comment on the language the poet uses
- consider the contrast made between tigers in the wild and tigers in captivity
- 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) Identify the poetic device in the phrase ‘behind bars’.	
Answer	Guidance
C. alliteration	Award 1 mark for the correct answer.
1 (b) From lines 1 – 4, give two details that you learn about the tiger.	
Answer	Guidance
<ul style="list-style-type: none"> • It stalks • Has vivid stripes • Is in a narrow cage • Its paws are soft/like velvet • It is angry. 	Award 1 mark for each point, up to a maximum of 2 marks.
2 Explain why you think Norris says the tiger ‘should be lurking in shadow’ (line 5).	
Answer	Guidance
<ul style="list-style-type: none"> • Tigers are dangerous • They deliberately hide in the darkness / ready to pounce • This is the normal/instinctive behaviour for tigers. 	Award 1 mark for each point, up to a maximum of 2 marks.

Level of response

3 Explore how Norris conveys his thoughts about the tiger in the poem.

In your answer, you should:

- comment on the language the poet uses
- consider the contrast made between tigers in the wild and tigers in captivity
- 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. There should be at least some comment on each of language and structure for the highest two levels.

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 an explanation	5-6
2	<ul style="list-style-type: none">• Some straightforward comments 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 personification of the tiger: e.g., 'lurking', 'rage'

-
- the adjective 'plump' used to describe potential prey
 - the onomatopoeia of 'snarling'
 - the reference to 'fangs', 'claws' and 'terrorising'

Structure points

- the use of rhyme: e.g., 'cage...rage'
- the contrast between the tiger at large and the tiger in captivity
- the contrast between the tiger's actual plight and what he 'should' be doing
- the impact of the final stanza: e.g., the repetition of 'brilliant'.

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.

English10PVN3

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

Subject	Class	Question reference/File name	Set text
English	10	English10PVN3	Two stories about flying

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10PVN3	2	3		10	15
Total marks	2	3		10	15

Item purpose

The question assesses students' understanding of explicit and implicit meanings of the text and their personal responses to the given question.

Source(s)

5	Two Stories about Flying I was starting to feel frightened again. But then he started to go down and I followed through the storm. Suddenly I came out of the clouds and saw two long straight lines of lights in front of me. It was a runway! An airport! I was safe! I turned to look for my friend in the black aeroplane, but the sky was empty. There was nothing there. The black aeroplane was gone. I could not see it anywhere.
	I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say 'Thank you'. She looked at me very strangely, and then laughed.
10	"Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar."

So, who helped me arrive there safely without a compass or a radio and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights?

Source information: First Flight textbook, Chapter 3

<https://drive.google.com/file/d/13VxYGml1Yq3bTY7-URdQZro4CMTQaziC/view>

Question(s)

- 1 This extract is from **The Black Aeroplane**, one of two stories about flying in the *First Flight* textbook. The narrator recounts his horrifying experience while he was flying to England.

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

With reference to the whole story, explore how the writer conveys the horrific experience of flying to England.

In your answer, you should:

Describe the narrator's experience

Explain what is so horrifying about the flight

Comment on the language used to convey the narrator's horror.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

- 1 This extract is from **The Black Aeroplane**, one of two stories about flying in the *First Flight* textbook. The narrator recounts his horrifying experience while he was flying to England.

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

With reference to the whole story, explore how the writer conveys the horrific experience of flying to England.

In your answer, you should:

Describe the narrator's experience

Explain what is so horrifying about the flight

Comment on the language used to convey the narrator's horror.

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 consider spelling and punctuation errors. This is an assessment of the 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 narrator flying his old Dakota aeroplane from Paris to England.
- He was stuck by the storm.
- He saw a black aeroplane by his side that had no lights on its wings.
- The pilot looked and waved the narrator and asked to follow him.
- The narrator followed him blindly and landed safely after seeing the lights of the runway.
- The narrator was overjoyed when he saw the lights of the runway.
- He landed safely and wanted to thank the pilot.
- He was informed by the control room that there was no other aeroplane flew that time.

-
- The language that captures the narrator's shock.
 - The language that conveys a sense of the narrator's surreal experience.

English10RCH1

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

Subject	Class	Question reference/File name	Set text
English	10	English10RCH1	A letter to god – Prose

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10RCH1	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

5	<p>A Letter to God</p> <p>By G.L. Fuentes</p> <p>It was impossible for him [the postmaster] to gather together the hundred pesos, so he was able to send the farmer only a little more than half. He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God.</p> <p>Despite his best efforts, he was only able to collect an amount not more than half of what was required. He then addressed it to Lencho along with a letter which was undersigned by God.</p> <p>The following Sunday Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while</p>
---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10	the postmaster, experiencing the contentment of a man who has performed a good deed, looked on from his office. Lencho showed not the slightest surprise on seeing the money; such was his confidence but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.
15	Next Sunday, Lencho came looking for the reply a bit earlier than expected. The postman handed him the letter waiting to see him joyful and surprised while the postmaster, feeling satisfied, oversaw it from his office. On the contrary, the farmer got disheartened on seeing that the money was less than what he asked for. His faith is still undeterred and he believed that God cannot make such a mistake.
20	Immediately, Lencho went up to the window to ask for paper and ink. On the public writing-table, he started to write, with much wrinkling of his brow, caused by the effort he had to make to express his ideas. When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox the postmaster went to open it. 25. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees
25	are a bunch of crooks.

Source information: First Flight textbook, Chapter 10

Question(s)

- 1 The extract begins with the postmaster about to send money in an envelope to Lencho. It is taken from the story **A Letter to God**, written by G. L. Fuentes.

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

With reference to the whole text, explore how Fuentes portrays Lencho in this story.

In your answer, you should:

- describe Lencho's changing feelings about the rain
- explain what is surprising about Lencho's reaction to receiving the money
- comment on some of the language used to portray Lencho.

(15 marks)
(Total marks 15)

Mark scheme

Level of response

1 The extract begins with the postmaster about to send money in an envelope to Lencho. It is taken from the story **A Letter to God**, written by G. L. Fuentes.

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

With reference to the whole text, explore how Fuentes portrays Lencho in this story.

In your answer, you should:

- describe Lencho's changing feelings about the rain
- explain what is surprising about Lencho's reaction to receiving the money
- comment on some of the language used to portray Lencho.

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 consider spelling and punctuation errors. This is an assessment of the 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.

- Lencho knew his fields ‘intimately’
- His crops are in desperate need of rain
- His ‘pleasure of feeling the rain on his body.’
- His use of the metaphor ‘new coins’ to describe the raindrops
- The transformation from elation to sadness
- His hope in God
- His selflessness: he will go hungry in return for the 100 pesos
- His predicament moved the postmaster
- Lencho’s feelings/emotions on counting the money
- Unsurprised given his confidence in God
- His anger: ‘much wrinkling of brow.’
- Irony and ungratefulness in his condemnation of the post office employees as a ‘bunch of crooks’

English10RCH3

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	10	English10RCH3	Text A - What Is It with Mona Lisa's Smile? It's You!

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10RCH3a	1				1
English10RCH3b	2				2
English10RCH32		2			2
English10RCH33			1	1	2
English10RCH34	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)

5	<p>Text A Article By Sandra Blakeslee</p> <p>What Is It with Mona Lisa's Smile? It's You!</p> <p><i>This article explores the reason behind Mona Lisa's smile.</i></p> <p>For nearly 500 years, people have been gazing at Leonardo da Vinci's portrait of the Mona Lisa with a sense of bafflement. First, she is smiling. Then the smile fades. A moment later, the smile returns only to disappear again. What is with this lady's face? How did the great painter capture such a mysterious expression and why haven't</p>
---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>other artists copied it? The Italians have a word to explain Mona Lisa's smile: <i>sfumato</i>. It means blurry, ambiguous and up to the imagination.</p>
10	<p>But now, according to Dr. Margaret Livingstone, a Harvard neuroscientist, there is another, more concrete explanation. Mona Lisa's smile comes and goes, she says, because of how the human visual system is designed, not because the expression is ambiguous. Dr. Livingstone is an authority on visual processing, with a special interest in how the eye and brain deal with different levels of contrast and illumination. Recently, while writing a book about art and the brain, an editor advised her to learn more about art history.</p>
15	<p>In staring at the picture, Dr. Livingstone said she noticed a kind of flickering quality. "But it wasn't until later when I was riding my bike home that I realized what it was," she said. "The smile came and went as a function of where my eyes were." A scientific explanation for the elusive smile was suddenly clear. The human eye has two distinct regions for seeing the world, Dr. Livingstone said. A central area, called the fovea, is where people see colours, read fine print, pick out details. The peripheral</p>
20	<p>area, surrounding the fovea, is where people see black and white, motion and shadows.</p> <p>When people look at a face, their eyes spend most of the time focused on the other person's eyes, Dr. Livingstone said. Thus, when a person's center of gaze is on Mona Lisa's eyes, his less accurate peripheral¹ vision is on her mouth. And because peripheral vision is not interested in detail, it readily picks up shadows from Mona Lisa's cheekbones.</p> <p>It is also not clear, she said, why other painters have not copied the effect more often. To make a good counterfeit² Mona Lisa, one would have to paint the mouth by looking away from it, she said. How anyone can do that remains a mystery.</p> <p>1. <i>peripheral</i>: connected with the outer edge of a particular area</p> <p>2. <i>counterfeit</i>: replica</p>

Word count:381

New Source information: <https://www.nytimes.com/2000/11/21/science/what-is-it-with-mona-lisa-s-smile-it-s-you.html> - New York Times: Nov. 21, 2000

Question(s)

- Identify the meaning of 'bafflement' as used in line 1.
 - Contentment
 - Wonder
 - Confusion

D. Enlightenment

(1 mark)

- 1 (b) From paragraph 2, identify **two** facts about Dr Livingstone's qualifications for investigating the science behind Mona Lisa's smile.

(2 marks)

- 2 From paragraph 4, give **two** things that happen when a person looks directly at Mona Lisa's eyes.

(2 marks)

- 3 Explain what is meant by 'elusive smile' (line 16).

(2 marks)

- 4 Re-read the text.

Summarise what you learn about Mona Lisa's smile.

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 meaning of 'bafflement' as used in line 1. A. Contentment B. Wonder C. Confusion D. Enlightenment	
Answer	Guidance
C. confusion	Award 1 mark for the correct answer.
1 (b) From paragraph 2, identify two facts about Dr Livingstone's qualifications for investigating the science behind Mona Lisa's smile.	
Answer	Guidance

<ul style="list-style-type: none"> • She is a neuroscientist (from Harvard) • She is an authority on visual processing. 	Award 1 mark for each correct answer. Maximum of 2 marks.
2 From paragraph 4, give two things that happen when a person looks directly at Mona Lisa's eyes.	
Answer	Guidance
<ul style="list-style-type: none"> • Peripheral vision is on her mouth • Peripheral vision picks up shadows from cheekbones / does not pick up detail in cheekbones 	Award 1 mark for each correct answer. Maximum of 2 marks.
3. Explain what is meant by 'elusive smile' (line 16).	
Answer	Guidance
The smile is deceptive /difficult to understand/ difficult to remember	<p>Award 2 marks for a convincing explanation.</p> <p>Award 1 mark for a basic or partial answer.</p> <p>Award 0 marks for misunderstanding.</p>

Level of response

<p>4 Re-read the text.</p> <p>Summarise what you learn about Mona Lisa's smile.</p> <p>Use your own words as far as possible. Write no more than 120 words.</p>

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 their own words).

Level descriptors

Level	Descriptors	Mark
4	<ul style="list-style-type: none"> • Clear understanding of the 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 the 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:

- 500 years of viewing
- The bewildered reactions
- Sense of mystery
- The appearance of a smile that comes and goes
- A result of visual processing
- Not an objectively ambiguous expression
- The science behind peripheral vision
- When looking directly into the eyes of Mona Lisa
- Few efforts by painters replicating the effect.

English10SM1

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	10	English10SM1	Text B - Emma Watson's speech at the UN: Gender equality is your issue too

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10SM1a	1				1
English10SM1b	1				1
English10SM12a		1			1
English10SM12b		2			2
English10SM13			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 that assesses the ability to make a personal analytical response to an unseen text.

Source(s)

Gender equality is your issue too We want to end gender inequality <i>This is from a speech by UN Women Goodwill Ambassador Emma Watson. The speech was delivered at a special event for the HeForShe campaign in the United Nations Headquarters, New York, 20 September 2014.</i> Today we are launching a campaign called HeForShe. We want to end gender inequality, and to do this; we need everyone involved. I was appointed as Goodwill Ambassador for UN Women six months ago. And, the more I spoke about feminism, the more I realized that fighting for women's rights has

	too often become synonymous with man-hating. For the record, feminism by definition is the belief that men and women should have equal rights and opportunities.
5	Sadly, no country in the world can yet say that they achieved gender equality. These rights, I consider to be human rights, but I am one of the lucky ones.
10	In 1995, Hillary Clinton made a famous speech in Beijing about women's rights. Sadly, many of the things that she wanted to change are still true today. But what stood out for me the most was that less than thirty percent of the audience were male. How can we effect change in the world when only half of it is invited or feel welcome to participate in the conversation?
15	Men, I think gender equality is your issue, too. I've seen young men suffering from mental illness, unable to ask for help for fear it would make them less of a man. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality, either.
20	We don't often talk about men being imprisoned by gender stereotypes, but I can see that they are, and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all perceive gender on a spectrum, instead of two sets of opposing ideals.
	You might be thinking, "Who is this Harry Potter girl, and what is she doing speaking at the UN?" I've been asking myself the same thing. If you believe in equality, you might be one of those inadvertent feminists that I spoke of earlier, and for this, I applaud you. I invite you to step forward, to be seen and to ask yourself, "If not me, who? If not now, when?"
	(390 words) (Abridged speech)

Source information : <https://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too>

Question(s)

- 1 (a) Identify the synonym for 'inadvertent' (in line 25).

- A. indiscriminate
- B. advertised
- C. unintentional
- D. intentional

(1 mark)

- 1 (b) Provide a quotation from the extract that shows the main objective of the HeForShe campaign. Your quotation should consist of **three** words.

(1 mark)

- 2 (a) What caught Emma Watson's attention on the day Hillary Clinton delivered her speech in Beijing about women's rights?

(1 mark)

- 2 (b) From the text, give **two** illustrations of sexism impacting men.

(2 marks)

- 3 In her speech, Emma Watson discusses issues of gender equality. Explore how effectively she does this.

In your answer, you should comment on:

- her use of language and tone
- the way she structures her speech.

Use references to the text to support your answer.

(10 marks)

(Total marks 15)

Mark scheme

Point-based

- 1 (a) Identify the synonym for 'inadvertent' (in line 25).

- A. indiscriminate
- B. advertised
- C. unintentional
- D. intentional (1 mark)

Answer	Guidance
C unintentional	Award 1 mark for the correct answer.
1 (b) Provide a quotation from the extract that shows the main objective of the HeForShe campaign. Your quotation should consist of three words. (1 mark)	
Answer	Guidance
'end gender inequality'	<p>Award 1 mark for the correct answer.</p> <p>The stipulation of 3 words is to discourage overly long quotations.</p> <p>However, accept 'want to end gender inequality'.</p> <p>Do not accept a quotation beginning 'We...' as this does not answer the question.</p>
2 (a) What caught Emma Watson's attention when Hilary Clinton delivered her speech in Beijing about women's rights? (2 marks)	
Answer	Guidance
<ul style="list-style-type: none"> The majority of the audience was female, or less than thirty per cent of the audience were male This suggests that men don't feel themselves part of the conversation about ending inequality. 	Award 1 mark for either point.
2 (b) From the text, give two illustrations of sexism impacting men.	
Answer	Guidance
<ul style="list-style-type: none"> Young men suffering from mental illness Unable to ask for help for fear it would make them less of a man. Men are made fragile and insecure by a distorted sense of what constitutes male success. 	Award 1 mark for each point, up to a maximum of 2 marks.

Level of response

3. Explore how Emma Watson presents issues of gender equality in her speech.

In your answer, you should comment on:

- her use of language and tone
- the way she structures her speech.

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 are 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 clear statement of the objective at the start of the speech: ‘end gender inequality.’
- Her definition of gender equality/rebuttal of ‘man-hating.’
- The use of shocking statistics when referring to the Beijing audience

-
- The rhetorical question 'How can we effect change...?'
 - Focus on the perspective of men as well as women/notions of success
 - The metaphor 'imprisoned by gender stereotypes'
 - Contrasting words 'aggressive' and 'submissive.'
 - The powerful rhetorical questions at the end/a kind of rallying call

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

For the higher levels, answers should:

- go beyond the simple logging of features and straightforward explanations of points
- evaluate how effectively Watson communicates her ideas about gender inequality.

English10SM2

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

Subject	Class	Question reference/File name	Set text
English	10	English10SM2	The Midnight Visitor By Robert Arthur

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10SM2	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s):

	The Midnight Visitor By Robert Arthur
5	AUSABLE did not fit any description of a secret agent Fowler had ever read. Following him down the musty corridor of the gloomy French hotel where Ausable had a room, Fowler felt let down. It was a small room, on the sixth and top floor, and scarcely a setting for a romantic adventure.
10	Ausable was, for one thing, fat. Very fat. And then there was his accent. Though he spoke French and German passably, he had never altogether lost the American accent he had brought to Paris from Boston

	twenty years ago.
	"You are disappointed," Ausable said wheezily over his shoulder.
15	"You were told that I was a secret agent, a spy, dealing in espionage and danger. You wished to meet me because you are a writer, young and romantic. You envisioned mysterious figures in the night, the crack of pistols, drugs in the wine."
	"Instead, you have spent a dull evening in a French music hall with a sloppy fat man who, instead of having messages slipped into his hand by dark-eyed beauties, gets only a prosaic telephone call making an appointment in his room. You have been bored!" The fat man chuckled to himself as he unlocked the door of his room and stood aside to let his frustrated guest enter.
20	"You are disillusioned," Ausable told him.

Source: NCERT Textbook- Footprints without Feet

https://drive.google.com/file/d/1cASlruvS0AUce_fva_mvH10B4MyulvL/view

Question(s)

- 1 This extract describes the first meeting of Fowler and Ausable. It is taken from **The Midnight Visitor**, in the *Footprints Without Feet* textbook.

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

With reference to the whole text, explore how the writer brings the three characters to life in this story.

In your answer, you should:

- describe the situation the characters are in
- explain how the writer builds tension between the characters
- comment on the language used to describe the characters.

(15 marks)
(Total marks 15)

Mark scheme

Level of response

1. This extract describes the first meeting of Fowler and Ausable. It is taken from **The Midnight Visitor**, in the *Footprints Without Feet* textbook.

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

With reference to the whole text, explore how the writer brings the three characters to life in this story.

In your answer, you should:

- describe the situation the characters are in
- explain how the writer builds tension between the characters
- comment on the language the used to describe the 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 the 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	1-3

	<ul style="list-style-type: none"> Limited use of the text for support Limited evidence of understanding 	
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.

- Fowler was a young romantic writer
- Fowler has his own expectations of what a secret agent should look like
- Fowler had imagined a smooth-talking, smart secret agent
- He was disillusioned when he met Ausable
- Ausable does not fit that description
- Ausable was ordinary looking, fat man
- There was not an air of mystery around him
- He does not carry any weapon
- The evening began on a dull note, devoid of any mystery
- Soon the events take a curious turn
- Fowler sees a battle unfolding in front of his eyes – a battle not of physical strength but a battle of wits
- Ausable dealt with an armed enemy spy Max very smartly and cleverly
- Ausable displayed great presence of mind and totally outwitted Max
- Fowler realises how faulty and skewed his idea of a secret agent was
- Max would fit his idea of a secret agent more, but it is Ausable who proves to be better at the game
- Appearances can be deceptive

English10SS1

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

Subject	Class	Question reference/File name	Set text
English	10	English10SS1	The Trees by Adrienne Rich

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10SS1a	1				1
English10SS1b	2				2
English10SS12		2			2
English10SS13			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 that 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 Trees by Adrienne Rich
	The trees inside are moving out into the forest The forest that was empty all these days Where no bird could sit No insect hide
5	No Sun bury its feet in shadow The forest that was empty all these nights

	Will be full of trees by morning.
	All night the roots work To disengage themselves from the cracks
10	In the veranda floor. The leaves strain toward the glass, Small twigs stiff with exertion, Long-cramped boughs shuffling under the roof Like newly discharged patients
15	Half-dazed, moving To the clinic doors.
	(First two stanzas only)

Question(s)

1 (a) Identify the literary device used in 'like newly discharged patients.'
(1 mark)

1 (b) From lines 1 – 7, state **two** consequences of the destruction of the forest.
(2 marks)

2 From lines 8 – 13, give **two** ways the trees appear to be breaking free from the house.
(2 marks)

3 How does the poet create vivid impressions of the forest and the trees in this extract from *The Trees*?

In your answer, you **may** comment on:

- The poet's description of the forest
- The ways in which the poet suggests the trees are breaking free
- The structure of this extract from the poem.

Use references to the poem to support your response.

(10 marks)

(Total marks 15)

Mark scheme

Point-based

1 (a) Identify the literary device used in 'like newly discharged patients.'	
Answer	Guidance
Simile	Award 1 mark for the correct answer.
1 (b) From lines 1 – 7, state two consequences of the destruction of the forest.	
Answer	Guidance
<ul style="list-style-type: none"> • No bird could sit / no birds • No insect could hide / no insects • Sun could not form shadows • The forest was empty 	Award 1 mark for each correct point, up to a maximum of 2 points.
2 From lines 8 – 13 give two ways the trees appear to be breaking free from the house.	
Answer	Guidance
<ul style="list-style-type: none"> • Roots disengaging themselves from cracks (in veranda) • Leaves straining towards windows • Branches shuffling under roof • Twigs exerting themselves / stiff with exertion 	Award 1 mark for each correct point, up to a maximum of 2 points.

Level of response

3. How does the poet create vivid impressions of the forest and the trees in this extract from <i>The Trees</i> ?

In your answer, you **may** comment on:

- The poet's description of the forest
- The ways in which the poet suggests the trees are breaking free
- The structure of this extract from 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. There should be at least some comment on each language and structure for the highest two levels.

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 an explanation	5-6
2	<ul style="list-style-type: none">• Some straightforward comments 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 significance of the trees in the forest
- The personification of the trees and efforts to go back to the forest

-
- Roots *disengage* themselves from the cracks in the veranda floor
 - Leaves *strain* toward the glass
 - Twigs stiff with *exertion*
 - Boughs *shuffling* under the roof
 - Wider symbolism (perhaps of women's struggle to free themselves from confinement)

Structure points

- Begins with the striking idea of trees inside a home/house/garden trying to move into a forest
- List of examples of how the forest has been destroyed
- Followed by a list of the ways in which parts of trees are breaking free
- The semantic field of exertion/straining
- The impact of the simile that ends the extract (lines 14-16)

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 creates vivid impressions.

English10SS2

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

Subject	Class	Question reference/File name	Set text
English	10	English10SS2	Prose - Mijbil the Otter

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10SS2	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

	Mijbil the Otter
5	<p>The creature that emerged from this sack on to the spacious tiled floor of the Consulate bedroom resembled most of all a very small, mediievally-conceived, dragon. From the head to the tip of the tail he was coated with symmetrical pointed scales of mud armour, between whose tips was visible a soft velvet fur like that of a chocolate-brown mole. He shook himself, and I half expected a cloud of dust, but in fact it was not for another month that I managed to remove the last of the mud and see the otter, as it were, in his true colours.</p>
10	<p>Mijbil, as I called the otter, was, in fact, of a race previously unknown to science, and was at length christened by zoologists <i>Lutrogale perspicillata maxwelli</i>, or Maxwell's otter. For the first twenty-four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible. The second night Mijbil came on to my bed in the small hours and remained asleep in the crook of my knees until the servant brought tea in the</p>

morning, and during the day he began to lose his apathy and take a keen, much too keen, interest in his surroundings. I made a body-belt for him and took him on a lead to the bathroom, where for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo.

Source information: First Flight textbook, Chapter 8

<https://drive.google.com/file/d/1R6-PKL8hAU9epiKDN1ZuidK4bzNHY4I/view>

Question(s)

1 Question 1

This extract is from **Mijbil the Otter**, taken from the *First Flight* textbook.

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

With reference to the whole text, explore how the writer portrays the otter and its relationship with humans.

In your answer, you should:

- describe the otter's appearance
- explain the writer's attitude towards the otter
- comment on the writer's language to portray the otter's relationship with the writer and his wife.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 This extract is from **Mijbil the Otter**, taken from the *First Flight* textbook.

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

With reference to the whole text, explore how the writer portrays the otter and its relationship with the writer.

In your answer, you should:

- describe what happens to the otter
- explain the writer's attitude towards the otter
- comment on the language used to portray the otter's relationship with the writer and his wife.

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 the 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 creature resembled, most of all a very small dragon
- Coated with (symmetrical pointed) scales of mud armour
- For the first twenty-four hours, Mijbil was neither hostile nor friendly
- The writer was very fond of the animal / wanted to keep it as a pet
- Slowly the otter adjusts to this new setting
- The writer made a body belt for him and took him on a lead to the bathroom

...where for half an hour he went wild with joy in the water, plunging and rolling in it / shooting up and down the length of the bathtub underwater / making enough slosh and splash for a hippo

- Clearly, the animal loved to be in water which was its natural habitat.
- Contrasts with normal experience that no animal would like to be brought under confinement / they remain healthy, strong and active only in their natural habitat.

English10SS3

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	10	English10SS3	Reading Text B

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10SS35a	1				1
English10SS35b	1				1
English10SS356a		1			1
English10SS36b		2			2
English10SS357			5	5	10
Total marks	2	3	5	5	15

Item purpose

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

Source(s)

5	<p>A Matter of Fact <i>by Rudyard Kipling</i></p> <p><i>This extract describes how three friends on their voyage on the Rathmines witnessed a tough situation and dealt with it.</i></p> <p>'Coming home,' Keller repeated, leaning over the stern. I ran to his side and saw the log-line, which till then had been drawn tense over the stern railing, slacken, loop, and come up off the port quarter. Frithiof called up the speaking tube to the bridge, and the bridge answered, 'Yes, nine knots.' Then Frithiof spoke again, and the answer was, 'What do you want of the skipper?' and Frithiof roared, 'Call him up.'</p>
---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10	By this time Zuyland, Keller, and myself had caught something of Frithiof's excitement, for any emotion on shipboard is most contagious. The captain ran out of his cabin, spoke to Frithiof, looked at the log-line, jumped on the bridge, and in a minute, we felt the steamer swing round as Frithiof turned her. "Going back to Cape Town?" said Keller.
15	Frithiof did not answer, but tore away at the wheel. Then he beckoned us three to help, and we held the wheel down till the _Rathmines_ answered it, and we found ourselves looking into the white of our own wake, with the still oily sea tearing past our bows, though we were not going more than half steam ahead.
20	The captain stretched out his arm from the bridge and shouted. A minute later I would have given a great deal to have shouted too, for one-half of the sea seemed to shoulder itself above the other half, and came on in the shape of a hill. There was neither crest, comb, nor curl-over to it; nothing but black water with little waves chasing each other about the flanks. I saw it stream past and on a level with the _Rathmines_' bow-plates before the steamer lifted up her bulk to rise, and I argued that this would be the last of all earthly voyages for me. Then we lifted for ever and ever and ever, till I heard Keller saying in my ear, 'The bowels of the deep, good Lord!' and the _Rathmines_ stood poised, her screw-racing and drumming on the slope of a hollow that stretched downwards for a good half-mile.
	We went down that hollow, nose under for the most part, and the air smelt wet and muddy, like that of an emptied aquarium. (Abridged)
	<i>contagious</i> (line 7): spread from one person to another <i>beckoned</i> (line 10): instructed someone to approach

Source information: Title: The Kipling Reader, Selections from the Books of Rudyard Kipling
Rudyard Kipling, MACMILLAN AND CO, LIMITED, ST. MARTIN'S STREET, LONDON 1923
www.gutenberg.org/cache/epub/16578/pg16578.txt

Question(s)

- 1 (a) Which person first sensed the arrival of the tide?
(1 mark)
- 1 (b) State what Frithiof did after talking to the skipper.
(1 mark)
- 2 (a) Why do you think emotion on shipboard is described as 'most contagious'?
(1 mark)
- 2 (b) From lines 21 – 23, give **two** pieces of evidence that suggest the

the danger the sailors are in.

(2 marks)

- 3 The writer builds tension in this extract about the danger the sailors face at sea.

Explore how the writers build the tension in this extract.

In your answer, you may comment on:

- the dramatic descriptions of the sea
- how the sailors react to the danger
- the way the extract begins and ends.

Use references to the text to support your response.

(10 marks)

(Total marks 15)

Mark scheme

Point-based

1 (a) Which person first sensed the arrival of the tide?	
Answer	Guidance
Frithiof	Award 1 mark for the correct answer.
1 (b) State what Frithiof did after talking to the skipper.	
Answer	Guidance
He tore at the wheel / turned the steamer.	Award 1 mark for the correct answer.
2 (a) Why do you think emotion on shipboard is described as 'most contagious'?	
Answer	Guidance
<ul style="list-style-type: none">• It spreads because of the sailors being confined to the ship.	Award 1 mark for this point, however, expressed.

2 (b) From lines 21 – 23, give two pieces of evidence that suggest the danger the sailors are in.	
Answer	Guidance
<ul style="list-style-type: none"> • The boat 'lifted forever and ever and ever.' • Keller's reference to the 'bowels of the deep.' • His prayer 'good Lord!' • The hollow that 'stretched downward for a good half-mile.' 	Award 1 mark for each point, up to a maximum of 2 marks.

Level of response

<p>3 The writer builds tension in this extract about the danger the sailors face at sea.</p> <p>Explore how the writers build the tension in this extract.</p> <p>In your answer, you may comment on:</p> <ul style="list-style-type: none"> • the dramatic descriptions of the sea • how the sailors react to the danger • the way the extract begins and ends. <p>Use references to the text to support your response.</p>

The descriptors relate to AO3 (the first bullet) and AO4 (the second bullet). The AOs are evenly weighted, and responses are 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 comments 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 author builds up from a calm and poised voyage.
- Initially, Frithiof senses the danger and informs the captain of the ship
- Keller could feel that the situation was anything but normal, yet could not figure it out.
- He asks a question to clear his doubts.
- Even the author senses the same.
- Frithiof turns the steamer.
- Suddenly they see the water level increasing.
- Frithiof indicates them to come to help.
- The tide was huge, and the steamer started pulling up.
- The author and his friends haven't faced this kind of situation before.
- Initially, they show signs of fear but hold on to their nerves.
- Bravely face the danger and come out victorious.

English10SV2

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

Subject	Class	Question reference/File name	Set text
English	10	English10SV2	First Flight Poem-For Anne Gregory

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10SV2a	1				1
English10SV2b	2				2
English10SV22		2			2
English10SV23			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 that 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)

	<p>For Anne Gregory by William Butler Yeats</p> <p>“Never shall a young man, Thrown into despair By those great honey-coloured Ramparts at your ear, Love you for yourself alone And not your yellow hair.”</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5	<p>“But I can get a hair-dye And set such colour there, Brown, or black, or carrot, That young men in despair May love me for myself alone And not my yellow hair.”</p>
10	<p>“I heard an old religious man But yesternight declare That he had found a text to prove That only God, my dear, Could love you for yourself alone And not your yellow hair.”</p>

Source information: NCERT textbook- ‘First Flight’-Chapter 9, Poem – For Anne Gregory

Question(s)

- 1 (a) Identify the literary device the poet uses in the word ‘ramparts’.

- A. personification
- B. simile
- C. metaphor
- D. onomatopoeia

(1 mark)

- 1 (b) Identify **two** things that the old religious man tells the poet.

(2 marks)

- 2 In your own words, explain why Anne Gregory suggests dyeing her hair.

(2 marks)

- 3 Explore how Yeats conveys ideas about beauty in this poem.

In your answer, you should comment on:

- the conversation between the poet and Anne Gregory
- the ideas about beauty
- the language the poet uses.

Make references to the poem to support your response.

(10 marks)

(Total marks 15)

Mark scheme

Point-based

1 (a) Identify the literary device the poet uses in the word 'ramparts'.	
A. personification B. simile C. metaphor D. onomatopoeia	
Answer	Guidance
C. metaphor	Award 1 mark for the correct answer.
1 (b) Identify two things that the old religious man tells the poet.	
Answer	Guidance
<ul style="list-style-type: none">• The old man found a text• To prove God loves the woman for herself• ...and not for her yellow hair.	Award 1 mark for each point, up to a maximum of 2 marks
2 Explain why Anne Gregory suggests dyeing her hair.	
Answer	Guidance
<ul style="list-style-type: none">• She is responding to the poet's point that men love her for her yellow hair• She will change how she looks to encourage men to appreciate qualities beyond physical appearance	Award 1 mark for each point, up to a maximum of 2 marks

Level of response

3 Explore how Yeats conveys ideas about beauty in this poem.

In your answer, you should comment on:

- the conversation between the poet and Anne Gregory
- ideas expressed about beauty
- the language the poet uses.

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. There should be at least some comment on each language and structure for the highest two levels.

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 an explanation	5-6
2	<ul style="list-style-type: none">• Some straightforward comments 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	<ul style="list-style-type: none">• Nothing to reward	0

Indicative content

Students **may** comment on the following:

Language points:

- The words used to describe her hair colour
- The symbolism of hair representing outer beauty
- The tone of the poet's voice
- The tone of Anne's voice
- The metaphorical use of 'ramparts': as a wall protects a fort, so her hair also protects her face from being seen fully
- The melodramatic description of the men in 'despair'

Structure points:

- Structured as a conversation between himself (stanzas 1 and 3) and Anne Gregory (stanza 2)
- The running contrast between external appearance and inner beauty (however expressed)
- The contrast between ephemeral and enduring qualities
- The final stanza resolves the central issue by stating an old religious man's declaration that God is the only one who is able to look beyond external beauty and identify the true self
- The effect of the use of rhyme: despair, ear, hair, there, despair, hair, declare, dear, hair. All the words rhyme with each other.

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 conveys ideas about beauty.

English10SV3

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

Subject	Class	Question reference/File name	Set text
English	10	English10SV3	The Proposal (First Flight)

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10SV3a	2				2
English10SV3b		3			3
English10SV3c				10	10
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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s):

	<p>The Proposal</p> <p><i>A drawing-room in Chubukov's house.</i></p> <p><i>Lomov enters, wearing a dress-jacket and white gloves. Chubukov rises to meet him.</i></p> <p>CHUBUKOV : My dear fellow, whom do I see! Ivan Vassilevitch! I am extremely glad! [<i>Squeezes his hand</i>] Now this is a surprise, my darling... How are you?</p> <p>LOMOV : Thank you. And how may you be getting on?</p> <p>CHUBUKOV : We just get along somehow, my angel, thanks to your prayers, and so on. Sit down, please do... Now, you know, you shouldn't forget all about your neighbours, my darling. My dear fellow, why are you so formal in your get-up! Evening dress, gloves, and so on. Can you be going anywhere, my treasure?</p> <p>LOMOV : No. I've come only to see you, honoured Stepan Stepanovitch.</p> <p>CHUBUKOV : Then why are you in evening dress, my precious? As if you're paying a New Year's Eve visit!</p> <p>LOMOV : Well, you see, it's like this. [<i>Takes his arm</i>] I've come to you, honoured Stepan Stepanovitch, to trouble you with a request. Not once or twice have I already had the privilege of applying to you for help, and you have always, so to speak... I must ask your pardon, I am getting excited. I shall drink some water, honoured Stepan Stepanovitch.</p> <p>[<i>Drinks.</i>]</p> <p>CHUBUKOV : [<i>aside</i>] He's come to borrow money. Shan't give him any! [<i>aloud</i>] What is it, my beauty?</p> <p>LOMOV : You see, Honoured Stepanitch... I beg pardon Stepan Honouritch... I mean, I'm awfully excited, as you will please notice... In short, you alone can help me, though I don't deserve it, of course... and haven't any right to count on your assistance...</p> <p>CHUBUKOV : Oh, don't go round and round it, darling! Spit it out! Well?</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Source information: NCERT textbook (*First Flight*)-Class 10, Chapter 11(Excerpt from the play)

https://drive.google.com/file/d/11A12tNQ3spuRALE_ljgHCYFHkgIFsW2H/view

Question(s)

1 This extract is taken from the beginning of the play **The Proposal** by Anton Chekov. It is taken from the *First Flight* textbook.

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

With reference to the whole text, explore how the characters interact in the play.

In your answer, you should:

- describe the petty arguments between the characters
- explain the impact the arguments have on the relationships between the character
- comment on Chekov's use of dialogue in presenting the characters.

(15 marks)

(Total marks 15)

Mark scheme

Level of response

1 This extract is taken from the beginning of the play **The Proposal** by Anton Chekov. It is taken from the *First Flight* textbook.

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

With reference to the whole text, explore how the characters interact in the play.

In your answer, you should:

- describe the petty arguments between the characters
- explain the impact the arguments have on the relationships between the character
- comment on Chekov's use of dialogue in presenting the 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 the 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	4-6

	<ul style="list-style-type: none"> Some grasp of key ideas 	
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	<ul style="list-style-type: none"> 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

- In the play, Chubukov is a landowner; his daughter is Natalya; Lomov is Chubukov's neighbour, a large and hearty, but very suspicious, landowner. Lomov wishes to ask Natalya's hand in marriage
- Lomov is greeted with affection by Chubukov, who even stated that he loved Lomov like his own son and continuously
- They argue over the ownership of Oxen meadows
- Lomov is ready to show documents to prove his point and insists that his aunt's grandmother had given free use of these meadows
- This is the turning point where Natalya rejects Lomov's claims and is harsh.
- Natalya accuses Lomov of being a landgrabber - they retort stubborn to compromise and became quarrelsome
- Chubukov then escalated the tensions by asserting that the land was theirs.
- They insulted each other's families and abused each other until Lomov was driven out
- All three of them were immature and petty and hurled insults such as 'intriguer', 'stuffed sausage' and 'scarecrow' at each other
- Chubukov even threatened to shoot Lomov. As the heated argument continued, Lomov collapsed (he suffered from palpitations), and Chubukov and Natalya feared him dead
- During this commotion, the cordial relation between the neighbours was dampened, and the proposal was forgotten
- Their habit of fighting over petty issues embittered their relationship
- However, good economic sense leads to the marriage, although the quarrel perhaps continues
- Arguments over insignificant things have led to disastrous results, especially between close family members and friends.

English10VN1

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	10	English10VN1	Prologue to Self- Empowerment of Women written by Dr Sarla Sharma (Published posthumously)

Item identity	AO1 marks	AO2 Marks	AO3 marks	AO4 marks	Marks
English10VN1a	1				1
English10VN1b	1				1
English10VN12a		1			1
English10VN12b		2			2
English10VN13			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 that assesses the ability to make a personal analytical response to an unseen text.

Source(s)

Prologue from self-empowerment of women <i>This is written by Satish Bhasin. It is taken from the Prologue to the book 'Self-Empowerment of Women' by Dr Sarla Sharma, Professor Emeritus.</i> It is my honourable, but sad, privilege to write the prologue for this book, SELF-EMPOWERMENT OF WOMEN. It was conceived by the late Dr. Sarla Sharma, Professor of Psychology, Agricultural and Technical State University, Greensboro, North Carolina, USA. After extensive research, she came to the conclusion that women in all societies, all over the world, are exploited by males. Dr. Sharma was intensely anguished by the deplorable plight of women. She wrote a series of articles,

5	<p>during her professional life, highlighting the pitiable condition of women, and articulating measures to ameliorate it.</p> <p>Her thoughts permeate through all her articles.</p>
10	<p>The dominant theme is THE IMPROVEMENT OF THE LIVES OF WOMEN. She realised that women cannot depend on the mercy of men to help them. Hence, women must learn to help themselves. Consequently, the concept of Self-empowerment of women emerged. Women are entitled to pride, honour, dignity and self-respect. But, these would not be bestowed upon them. They would have to earn them through self-empowerment. They would have to struggle for them. She believed that in the male-dominated, patriarchal, and chauvinistic society, women would never get the status of equality. Hence, they would have to fight for equality, fairness and justice. Dr. Sarla Sharma was a feminist in the noblest sense of the word. She was a staunch advocate of the women's fundamental freedom and human rights. She</p>
15	<p>wanted every woman in the world to enjoy her inalienable rights to life, liberty and happiness to the fullest extent.</p>
20	<p>Finally, I would be remiss in my duty if I forget to emphasize that this book deals with the human issue of utmost significance in the world. It has profound implications and ramifications for the humanity. It is relevant for both men and women in every part of the world. While women would be the prime movers in the mission of self-empowerment, cooperation, assistance and commitment of men would accelerate their endeavours. This would enrich the lives of both, men and women. The humanity would prosper, the societies would flourish and the world would be a better place to live.</p> <p><i>Satish Bhasin, CEO</i> <i>Special Steel Company of India</i> <i>New Delhi, Bharat</i></p>

Source information: *Self- Empowerment of Women*, Dr. Sarla Sharma, Jyotiparb Prakashan

Question(s)

1 (a) Identify a synonym for 'self-empowerment.'

- A. Improvement
- B. Respect
- C. Authority
- D. Dignity

(1 mark)

1 (b) What is meant by 'anguished' in line 5?

A. Disappointed

B. Angered

C. Pained

D. Embittered

(1 mark)

2 (a) What does Dr Sharma believe stands in the way of equality for women?

(1 mark)

2 (b) Re-read paragraph 1. Identify **two** reasons why Dr Sharma wrote her book.

(2 marks)

3 Explore how effectively the writer expresses her views on both Dr Sharma and her book.

In your answer, you should comment on:

- the words and images used to describe Dr Sharma
- how she conveys her thoughts about the theme of the book.

Use references from the text to support your answer.

(10 marks)

(Total marks 15)

Mark scheme

Point-based

1 (a) Identify a synonym for 'self-empowerment.'	
A. improvement	
B. respect	
C. authority	
D. dignity	
Answer	Guidance
C. authority	Award 1 mark for the correct answer.
1 (b) What is meant by 'anguished' in line 5?	
A. disappointed	
B. angered	
C. pained	

D. embittered	
Answer	Guidance
C. pained	Award 1 mark for the correct answer.
2 (a) What does Dr Sharma believe stands in the way of equality for women?	
Answer	Guidance
A society that is male-dominated / patriarchal/chauvinistic	<p>Award 1 mark for the correct response.</p> <p>Allow the phrase male-dominated, patriarchal, chauvinistic society.</p> <p>Do not allow the answer 'men' on its own.</p>
2 (b) Re-read paragraph 1. Identify two reasons why Dr Sharma wrote her book.	
Answer	Guidance
<ul style="list-style-type: none"> Highlight the pitiable condition of women Communicating ideas about how to improve the lives of women. 	<p>Award 1 mark for each response, up to a maximum of 2 marks.</p> <p>Students may either lift relevant phrases or express ideas in their own words.</p>

Level of response

<p>3. Explore how effectively the writer expresses her views on both Dr Sharma and her book.</p> <p>In your answer, you should comment on:</p> <ul style="list-style-type: none"> the words and images used to describe Dr Sharma how she conveys her thoughts about the theme of the book. <p>Use references from the text to support your answer.</p>

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

Dr Sharma

- It is 'honourable' and a 'privilege' to write the prologue
- But at the same time 'sad' that such a book has to be written
- Described as a 'staunch advocate' of women's freedom and rights
- Her idealistic beliefs in 'rights to life, liberty and happiness'

The theme of the book

- Women exploited by men the world over
- The 'pitiable' condition of women
- The need to improve the lives of women
- Women must 'learn to help themselves / the central message of 'self-empowerment'
- It will involve struggle to achieve equality
- ...because society is 'male-dominated, 'patriarchal' and 'chauvinistic'
- Improvement in women's lives would 'enrich' lives of men also

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 explanations of points
 - evaluate how effectively the writer expresses her views about both Dr Sharma and her book.

English10VN2

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

Subject	Class	Question reference/File name	Set text
English	10	English10VN2	Poem: Reference to context Amanda by Robin Klein

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10VN2a	1				1
English10VN2b	2				2
English10VN22		2			2
English10VN23			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 that 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)

First Flight – Poem 6 Amanda Poet – Robin Klein Don't bite your nails, Amanda! Don't hunch your shoulders, Amanda! Stop that slouching and sit up straight, Amanda!

5	(There is a languid, emerald sea, where the sole inhabitant is me— a mermaid, drifting blissfully.) Did you finish your homework, Amanda? Did you tidy your room, Amanda?
10	I thought I told you to clean your shoes, Amanda! (I am an orphan, roaming the street. I pattern soft dust with my hushed, bare feet. The silence is golden, the freedom is sweet.)
15	Don't eat that chocolate, Amanda! Remember your acne, Amanda! Will you please look at me when I'm speaking to you, Amanda!
20	(I am Rapunzel, I have not a care; life in a tower is tranquil and rare; I'll certainly never let down my bright hair!)
25	Stop that sulking at once, Amanda! You're always so moody, Amanda! Anyone would think that I nagged at you, Amanda!

Question(s)

- 1 (a) Who is the speaker of the above lines? Select the correct option from the given choices

- A. Amanda
- B. Amanda's mother

- C. Amanda's father
- D. Amanda's teacher

(1 mark)

1 (b) Identify those two habits which Amanda has been scolded for?

(2 marks)

2 Explain why the speaker of the above lines uses the word "nagged" in the last line.

(2 marks)

3 Explore how the poet tries to produce effectiveness by repeating the name "Amanda" in all three lines? Also, analyse the role played by the exclamation mark after Amanda.

(10 marks)

(Total marks 15)

Mark scheme

Point-based

1 (a) Who is the speaker of the above lines? Select the correct option from the given choices:	
<ul style="list-style-type: none"> A. Amanda B. Amanda's mother C. Amanda's father D. Amanda's teacher 	
Answer	Guidance
B. Amanda's mother	1 mark to be awarded for picking the correct choice.
1 (b) Identify those two habits for which Amanda has been scolded for?	
Answer	Guidance
For sulking and being moody	2 marks to be awarded if both the points are mentioned in grammatically correct English. 1 mark to be awarded in case of minor grammar errors.
2 Explain why the speaker of the above lines uses the word "nagged" in the last line.	

Answer	Guidance
The mother feels that she might be taken in a negative sense as she is repeatedly scolding and reprimanding Amanda. Hence, she gets conscious of her behaviour towards Amanda.	2 marks to be awarded if the child covers all the points. In case of minor errors or missing out on a point, 1 mark to be awarded.

Level of response

3. Explore how the poet tries to produce effectiveness by repeating the name “Amanda” in all three lines? Also, analyse the role played by the exclamation mark after Amanda.

Levels of response

The descriptors relate to AO3.

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

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 an explanation 	5-6
2	<ul style="list-style-type: none"> Some straightforward comments 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:

- Repetition of a word or a line holds a lot of importance in poetry.
- It lays emphasis on the individuality of the character.
- The name Amanda gets affixed in the mind of a reader.
- The reader clearly understands that the poem revolves around Amanda.

Structure points:

- Use of exclamation builds sense and clarity.
- It is used to organise the writing and strengthens the structure of the poem.
- It conveys to show that the mother is surprised to see Amanda's behaviour.
- It clearly indicates the woes of a mother on seeing her daughter behaving indifferently.

The content points here are indicative and not intended to be exhaustive. All valid and supported points should be considered 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

English10VN3

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

Subject	Class	Question reference/File name	Set text
English	10	English10VN3	The Hundred Dresses- II First Flight

Item identity	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Marks
English10VN3	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 as a starting point for their response, but they need to refer to other parts of the text in their answer.

Source(s)

	The Hundred Dresses- II First Flight While the class was circling the room, the monitor from the principal's office brought Miss Mason a note. Miss Mason read it several times and studied it thoughtfully for a while. Then she clapped her hands. "Attention, class. Everyone back to their seat." When the shuffling of feet had stopped and the room was still and quiet, Miss Mason said "I have a letter from Wanda's father that I want to read to you." Miss Mason stood there a moment and the silence in the room grew tense and expectant. The teacher adjusted her glasses slowly and deliberately. Her manner indicated what was coming – this letter from Wanda's father – was a matter of great importance. Everybody listened closely as Miss Mason read the brief note.
5	

10	<p><i>Dear Teacher:</i></p> <p><i>My Wanda will not come to your school anymore. Jake also. Now we move away to big city. No more holler 'Pollack'. No more ask why funny name. Plenty of funny names in the big city.</i></p> <p><i>Yours truly,</i></p> <p><i>Jan Petronski</i></p>
15	<p>A deep silence met the reading of this letter. Miss Mason took off her glasses, blew on them and wiped them on her soft white handkerchief. Then she put them on again and looked at the class. When she spoke her voice was very low.</p> <p>"I am sure that none of the boys and girls in Room Thirteen would purposely and deliberately hurt anyone's feelings because his or her name happened to be a long, unfamiliar one.</p>

Source information: First Flight Chapter 6

<https://drive.google.com/file/d/1VCiz2cGEzzEYj8lyCatf5PpWZ8sKwQgQ/view>

Question(s)

In this extract from **The Hundred Dresses – II**, Miss Mason reads a note from Wanda's father. This is taken from the *First Flight* textbook.

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

With reference to the whole text, explore how the writer presents the reactions to the father's letter.

In your answer, you should:

- describe what happens after Miss Mason reads the letter
- explain how Maddie and Peggy feel
- comment on the language used to show reactions to the father's letter.

(15 marks)

(Total 15 marks)

Mark scheme

Level of response

1. In this extract from **The Hundred Dresses – II**, Miss Mason reads a note from Wanda's father. This is taken from the *First Flight* textbook.

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

With reference to the whole text, explore how the writer presents the reactions to the father's letter.

In your answer, you should:

- describe what happens after Miss Mason reads the letter
- explain how Maddie and Peggy feel
- comment on the language used to show reactions to the father's letter.

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 consider spelling and punctuation errors. This is an assessment of the 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.

-
- Mr Petronski was worried about his daughter being bullied at her school
 - He wants to save his daughter from any kind of embarrassment
 - Maddie felt ashamed of her behaviour: calls herself a 'coward'
 - She was soft-hearted and concerned
 - Both the girls plan to visit Wanda
 - And apologise for their behaviour
 - They learn from their errors and want to be friends with her
 - The 'deep silence' that 'met the reading of this letter' - and Miss Mason's authority
 - The dialogue between the two girls
 - Peggy was speaking 'gruffly'.