CBSE | DEPARTMENT OF SKILL EDUCATION

MASS MEDIA STUDIES (SUBJECT CODE-835)

MARKING SCHEME FOR CLASS XI (SESSION 2025-2026)

Max. Time: 3 Hours Max. Marks: 60

General Instructions:

- 1. Please read the instructions carefully.
- 2. This Question Paper consists of 24 questions in two sections Section A & Section B.
- 3. Section A has Objective type questions whereas Section B contains Subjective type questions.
- 4. Out of the given (6 + 18 =) 24 questions, a candidate has to answer (6 + 11 =) 17 questions in the allotted (maximum) time of 3 hours.
- **5.** All questions of a particular section must be attempted in the correct order.
- 6. SECTION A OBJECTIVE TYPE QUESTIONS (30 MARKS):
 - i. This section has 06 questions.
 - ii. There is no negative marking.
 - iii. Do as per the instructions given.
 - iv. Marks allotted are mentioned against each question/part.

7. SECTION B – SUBJECTIVE TYPE QUESTIONS (30 MARKS):

- i. This section contains 18 questions.
- ii. A candidate has to do 11 questions.
- iii. Do as per the instructions given.
- iv. Marks allotted are mentioned against each question/part.

SECTION A: OBJECTIVE TYPE QUESTIONS

| | | Source Material | Unit/ | |
|--------|---|--------------------------------|--------------|--------|
| Q. No. | QUESTION | (NCERT/PSSCIVE/ | Chap. | Marks |
| | | CBSE Study Material) | No. | |
| Q. 1 | Answer any 4 out of the given 6 question | ns on Employability Skills | (1 x 4 = 4 n | narks) |
| i. | Bold- Ctrl B | Employability Skills, | Unit 3 | 1 |
| | Italics- Ctrl I | NCERT | | |
| ii. | a. Prepare, Practice, Perform | Employability Skills, NCERT | Unit 1 | 1 |
| iii. | b. Making a to do list | Employability Skills, NCERT | Unit 2 | 1 |
| iv. | Construction, Agriculture, Transport, Forests, Fisheries, etc. (Any 2) | Employability Skills, NCERT | Unit 5 | 1 |
| ٧. | b. Self-motivation | Employability Skills, NCERT | Unit 2 | 1 |
| vi. | a. understand the market | Employability Skills, NCERT | Unit 4 | 1 |
| Q. 2 | Answer any 5 out of the given 7 question | ns (1 x 5 = 5 marks) | | |
| i. | K Asif | CBSE Study Material | Unit 2 | 1 |
| ii. | Historian Vishwanath Kashinath Rajwade | CBSE Study Material | Unit 1 | 1 |
| iii. | Linguistic | CBSE Study Material | Unit 1 | 1 |
| iv. | C Mid day | CBSE Study Material | Unit 3 | 1 |
| v. | It creates original world. 9Or Relevant) | CBSE Study Material | Unit 4 | 1 |
| vi. | One common stereotype in Indian society is that a woman's ultimate purpose is to be a good wife and | CBSE Study Material | Unit 3 | 1 |

| | mother, often placing her worth in how | | | |
|--------|--|----------------------------|-----------|-------|
| | well she manages the household rather | | | |
| | than her personal ambitions or career | | | |
| | goals. | | | |
| vii. | Mythology/ Myths | CBSE Study Material | Unit 4 | 1 |
| Q. 3 | Answer any 6 out of the given 7 question | - | 1 - 1 - 1 | |
| i. | Indian Idol, Dance India Dance | CBSE Study Material | Unit 2 | 1 |
| | (Relevant Response) | ozozotaa, matema | | _ |
| ii. | Lionel Fielden | CBSE Study Material | Unit 2 | 1 |
| iii. | The thoughts and feelings of all | CBSE Study Material | Unit 4 | 1 |
| | characters. | , | | |
| iv. | Closed Circuit Television | CBSE Study Material | Unit 3 | 1 |
| ٧. | Cut, Dissolve, Fade In/Out (Any two or | CBSE Study Material | Unit 3 | 1 |
| | Relevant) | • | | |
| vi. | A plot is a narrative of events arranged | CBSE Study Material | Unit 4 | 1 |
| | in their time sequence. | | | |
| vii. | A medium is device or technology | CBSE Study Material | Unit 1 | 1 |
| | through that convey the message or | | | |
| | information. (Or Relevant) | | | |
| | | Source Material | Unit/ | |
| Q. No. | QUESTION | (NCERT/PSSCIVE/ | Chap. | Marks |
| | | CBSE Study Material) | No. | |
| Q. 4 | Answer any 5 out of the given 6 question | ons (1 x 5 = 5 marks) | | |
| i. | track | CBSE Study Material | Unit 2 | 1 |
| ii. | Sending layer, Middle Layer/ Cloud, | CBSE Study Material | Unit 3 | 1 |
| | Receiving Layer/ Edge | | | |
| iii. | Mise en scene | CBSE Study Material | Unit 3 | 1 |
| iv. | Main Page of the newspaper | CBSE Study Material | Unit 3 | 1 |
| v. | Painting is a medium of expression | CBSE Study Material | Unit 2 | 1 |
| | which creates aesthetic experience by | | | |
| | means of lines, shapes, tones and | | | |
| | colour. | | | |
| vi. | Advocacy/ entertainment/ public | CBSE Study Material | Unit 1 | 1 |
| | service announcements | | | |
| Q. 5 | Answer any 5 out of the given 6 question | 1 | | |
| i. | Foreground and Background | CBSE Study Material | Unit 2 | 1 |
| ii. | b) reaches billions of people across | CBSE Study Material | Unit 1 | 1 |
| | continents | | | |
| iii. | Mechanical | CBSE Study Material | Unit 1 | 1 |
| iv. | Amazon and Flipkart (Or Relevant) | CBSE Study Material | Unit 3 | 1 |
| V. | Opposite to Editorial | CBSE Study Material | Unit 3 | 1 |
| vi. | c) persuades directly and powerfully | CBSE Study Material | Unit 3 | 1 |
| Q. 6 | Answer any 5 out of the given 6 question | | 111 11 6 | |
| i. | A podcast is a digital audio | CBSE Study Material | Unit 3 | 1 |
| | programme available online, usually | | | |
| | released in episodes, covering various | | | |
| :: | topics. | CDCF Chirdre Markanial | lle:+ A | 4 |
| ii. | To teach a moral value through | CBSE Study Material | Unit 4 | 1 |
| | object/Animal | CDCE Childre Markarial | linit 4 | 1 |
| iii. | A brief description about photo. | CBSE Study Material | Unit 4 | 1 |
| iv. | Arthur Conan Doyle | CBSE Study Material | Unit 4 | 1 |
| v. | Micro-structure refers to the | CBSE Study Material | Unit 2 | 1 |
| | directorial and technical aspects of the | | | |
| | film craft, suchas composition of the | | | |
| | shots, composition of the sound track, | | j | |

| | pace of editing etc. | | | |
|-----|--|----------------------------|--------|---|
| vi. | Point of View, Character (Or Relevant) | CBSE Study Material | Unit 4 | 1 |

SECTION B: SUBJECTIVE TYPE QUESTIONS

| Q. No. | QUESTION | Source Material (NCERT/PSSCIVE/ CBSE Study Material) | Unit/ Chap. No. | Marks |
|--------|--|--|-----------------------|-------|
| | out of the given 5 questions on Employa | | | |
| Q. 7 | Effective time management helps prioritize tasks, reduce stress, and ensure all subjects are covered before exams. Strategies: 1. Creating a study timetable to allocate time for each subject. 2. Setting daily goals to stay focused and organized. 3. Avoiding distractions like mobile phones or social media during study hours. (Any 2 strategies/ accept relevant | CBSE Study Material | Unit 2 | 2 |
| | response) | ener su di na vi id | 11.004 | |
| Q. 8 | 7C's of effective communication- clear, concise, concrete, correct, coherent, complete and courteous. Briefly explain any two ways. | CBSE Study Material | Unit 1 | 2 |
| Q. 9 | Headers and footers provide consistent information across all pages, improving organization and making the document look professional. An example is page numbers, which are often placed in the footer. (any other relevant example) | CBSE Study Material | Unit 3 | 2 |
| Q. 10 | The Green India Mission (GIM) is one of the eight missions under India's National Action Plan on Climate Change (NAPCC. Its main objectives are: 1. To increase forest and tree cover across degraded lands to enhance ecosystem services and biodiversity. 2. To improve the quality of existing forests and conserve natural resources. 3. To combat climate change by reducing greenhouse gas emissions through carbon | CBSE Study Material | Unit 5 | 2 |

| r | | | _ | |
|--------------|--|----------------------------|-----------|---|
| | sequestration. | | | |
| | 4. To promote sustainable | | | |
| | livelihoods for forest- | | | |
| | dependent communities. | | | |
| | The mission supports both | | | |
| | environmental protection and the | | | |
| | socio-economic development of rural | | | |
| | communities, aligning with the | | | |
| | broader goals of sustainable | | | |
| | development. | | | |
| | (Introduction and any two points) | | | |
| Q. 11 | 1.Risk-taking – Entrepreneurs are | CBSE Study Material | Unit 4 | 2 |
| Q. 11 | willing to take calculated risks to start | CDSL Study Waterial | Oille 4 | - |
| | and grow their businesses, even in | | | |
| | uncertain situations. | | | |
| | 2.Creativity and Innovation – They | | | |
| | think creatively to develop new ideas, | | | |
| | products, or services that solve | | | |
| | problems or meet market needs in | | | |
| | unique ways. | | | |
| | (Any other relevant response) | | | |
| Answer any 3 | out of the given 5 questions in 20 – 30 wo | rds each (2 x 3 = 6 marks) | | |
| Q. 12 | Intrapersonal communication is | CBSE Study Material | Unit 1 | 2 |
| Q. 12 | communication with oneself, including | CDSL Study Material | O.I.I.C I | _ |
| | internal dialogue and self-reflection, | | | |
| | _ | | | |
| | while interpersonal communication is | | | |
| | the exchange of messages between | | | |
| | two or more people through verbal | | | |
| | and nonverbal means. | | | |
| Q. 13 | The language of newspapers | CBSE Study Material | Unit 3 | 2 |
| | (Journalese) is distinct from other | | | |
| | forms of writing due to the following | | | |
| | reasons: | | | |
| | 1. Concise and Clear: Newspaper | | | |
| | language is brief and to the | | | |
| | point, aiming to convey | | | |
| | maximum information in | | | |
| | minimum words due to space | | | |
| | constraints. | | | |
| | 2. Objective Tone: News reports | | | |
| | use a neutral and factual tone, | | | |
| | avoiding personal opinions or | | | |
| | emotional language. | | | |
| | 3. Inverted Pyramid Style: | | | |
| | Important information comes | | | |
| | important information comes | | | |
| | first followed by supporting | | | |
| | first, followed by supporting | | | |
| | details, helping readers grasp | | | |
| | | | | |

| | haa | dlines are | od to grab | | | |
|------------|--|----------------------------------|---------------------|-----------------------------|--------|---|
| | headlines are used to grab attention and summarize the | | | | | |
| | | ence of the n | | | | |
| | | | | | | |
| | This style ensures that news is accessible, quick to read, and easy to | | | | | |
| | understand by a wide audience. | | | | | |
| | | • | | | | |
| 0.44 | | on with any to | • | ODGE CL. J. Maria del | | |
| Q. 14 | Basis | Television | Cinema | CBSE Study Material | Unit 2 | 2 |
| | | | Watched in | | | |
| | Mode of Viewing | nome or on personal | theaters on a large | | | |
| | Viewing | devices | screen | | | |
| | | Includes | | | | |
| | | serials, | Primarily | | | |
| | Content Format | news, | includes | | | |
| | Format | reality | feature films | | | |
| | | shows, etc. | | | | |
| | | Shorter | Longer | | | |
| | Domation | programs | format | | | |
| | Duration | with breaks (e.g., 30–60 | (usually 1.5 | | | |
| | | minutes) | to 3 hours) | | | |
| | | · | Films are | | | |
| | 5.1 | New | released less | | | |
| | Release | content aired daily | frequently | | | |
| | Frequency | or weekly | (e.g., weekly | | | |
| | | , | or monthly) | | | |
| | (Any 3 valid | | | | _ | |
| Q. 15 | | ntaries provid | | CBSE Study Material | Unit 3 | 2 |
| | | n and help vie life events or | | | | |
| | | often engagi | | | | |
| | | ovoking, offer | _ | | | |
| | | _ | erspectives or | | | |
| | cultures. | | • | | | |
| Q. 16 | To Connect | | | CBSE Study Material | Unit 4 | 2 |
| • | To Inform | | | , | | |
| | To Gain Kno | owledge | | | | |
| | To Entertai | in (Any Two | with Brief or | | | |
| | Relevant) | | | | | |
| Answer any | 2 out of the gi | ven 3 questic | ons in 30– 50 wo | ords each (3 x 2 = 6 marks) | | |
| Q. 17 | Music can c | do the followi | ng in a film: | CBSE Study Material | Unit 2 | 3 |
| | 1. It can add | d an emotion | al depth to | | | |
| | the scene. | | | | | |
| | 2.It can hel | p move the s | tory forward | | | |
| | through nai | rrative song s | equence. | | | |
| | 3.It can offe | er a melody o | r a rhythm for | | | |
| | the actors, | directors, cho | oreographers | | | |
| | and editors | to work on. | | | | |
| | 4.It can crea | ate and susta | in a mood, | | | |
| | ocnocially r | prominently i | | | 1 | |

| | where there is no dialogue | | | |
|-----------------------|--|-----------------------------|--|---|
| | 5.It can help in the publicity of the | | | |
| | film. | | | |
| | 6. Some musical themes and songs get | | | |
| | associated with the image of the film. | | | |
| | 7.It can help bring out the sub-vocal | | | |
| | feelings and moods without the use of | | | |
| | _ | | | |
| | the words. (Any 3 points) | | | |
| | Music is usually used in three ways in | | | |
| | films; 1. As title/theme music 2. | | | |
| | Background score 3. Songs | | | |
| Q. 18 | Hum Log was a landmark serial | CBSE Study Material | Unit 3 | 3 |
| | because it was India's first television | | | |
| | soap opera, aired in 1984. It | | | |
| | realistically portrayed the everyday | | | |
| | struggles and social issues of a middle- | | | |
| | class Indian family, connecting deeply | | | |
| | with viewers and setting the stage for | | | |
| | future TV serials in the country. | | | |
| | The characters and their stories | | | |
| | resonated deeply with viewers. | | | |
| | Hum Log established the soap opera | | | |
| | | | | |
| | format in India, influencing many | | | |
| | subsequent TV serials and shaping the | | | |
| | future of Indian television | | | |
| | programming. | | | |
| Q. 19 | Circa 1919 AD, the eminent Marathi | CBSE Study Material | Unit 1 | 3 |
| | historian Itihasacharya Vishwanath | | | |
| | Kashinath Rajwade produced a great essay entitled - "The Evolution of | | | |
| | Means of Human Thought | | | |
| | and Expression." | | | |
| | - This essay develops a perspective | | | |
| | that, there are FORTY forms of artistic | | | |
| | communication developed by the | | | |
| | human race during the course of its | | | |
| | evolution. And these forms have been | | | |
| | derived from FOUR natural abilities | | | |
| | that human beings possess | | | |
| | viz. Speech, Gesture, The Ability to | | | |
| | Draw and The Ability of Making Solid | | | |
| | Figures. | | | |
| | -He says further that, making good use of these basic abilities, humankind has | | | |
| | developed a few external means - | | | |
| | such as musical instruments, puppets , | | | |
| | camera etc to extend the range of | | | |
| | Tamble of the chief of the full be of | | | |
| | its own expressions. | | | |
| Answer any 3 | its own expressions. 3 out of the given 5 questions in 50–80 wo | ords each (4 x 3 = 12 marks | <u> </u> | |
| Answer any 3 Q. 20 | its own expressions. 3 out of the given 5 questions in 50–80 wo 1. Introduction: | ords each (4 x 3 = 12 marks | s) Unit 3 | 4 |
| | 3 out of the given 5 questions in 50–80 wo | ords each (4 x 3 = 12 marks | 1 | 4 |

| | Briefly mention the purpose of the segment—to promote the upcoming social awareness campaign organised by the school. Engaging Content: Share interesting facts or a short story related to the campaign's cause to grab attention. Use friendly and energetic tone to keep listeners interested. Call to Action: Encourage listeners to participate in the campaign by attending or volunteering. Provide details about the date, time, and venue clearly. Interactive Element: Invite listeners to send in messages, questions, or share their thoughts on the topic through calls or social media. Promise to read some messages on air to create a sense of community and involvement. | CBSE Study Material | | |
|-------|---|---------------------|--------|---|
| Q. 21 | Mainstream media often treats news as a commodity to attract more viewers and advertisers, which can be justified to some extent because media organizations need revenue to operate. However, this can sometimes compromise the quality and objectivity of news reporting. Three tactics used to sensationalize news are: 1. Exaggerated Headlines: Using bold or shocking headlines to grab attention, even if the story itself is less dramatic. 2. Emotional Language: Using strong, emotional words to provoke reactions and engage the audience. 3. Selective Reporting: Focusing on certain aspects of a story while ignoring others to create | CBSE Study Material | Unit 2 | 4 |

| | more impact or controversy. | | | |
|-------|---|---------------------|--------|---|
| Q. 22 | Theme Time Space Plot Character (Any Four with | CBSE Study Material | Unit 4 | 4 |
| Q. 23 | Brief) The Two-Step Flow Theory, proposed by Paul Lazarsfeld, suggests that media messages do not directly influence the public. Instead, they first reach opinion leaders—people who are more engaged with media and well-informed. These leaders then interpret the information and pass it on to others in their social circle. This theory challenges the idea that media affects everyone equally. It shows that personal influence plays a big role in shaping opinions. Example 1: A student follows a popular YouTuber (opinion leader) who discusses climate change. The student then shares this information with friends, influencing their views. Example 2: During elections, people may form opinions based on what a trusted family member or community leader says about a candidate, rather than on direct exposure to news. | CBSE Study Material | Unit 3 | 4 |
| Q. 24 | This suggests that stories can be interpreted in multiple ways, depending on the perspective and creativity of the writer. Each adaptation reflects the writer's unique vision, cultural context, and audience expectations. Four important factors to consider while evaluating a writer's work are: 1. Originality and creativity — How uniquely the writer presents the story or ideas. 2. Understanding of the theme — How well the writer captures the core message or emotions. 3. Character development — The depth and consistency in | CBSE Study Material | Unit 4 | 4 |

| | | | |
|---|--|------|---|
| 4 | portraying characters. Audience engagement – How effectively the work connects with and impacts the audience. | | |
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| | | | 9 |