

**POP II -English Core- 301**  
**Marking Scheme**

**SECTION A- READING SKILLS (22 MARKS)**

<b>1. Literary Passage</b>	<b>12 marks</b>
i) It implies that he was well read and also had a habit of collecting books which he might be referring to, as and when required.	1
ii) (any two) discomfort, unsurity, embarrassment, confusion, anxiety (any other relevant to context)	1
iii) Gives a sense of being argumentative / problematic / unresolved as Mr. Chipping was being coerced/pressured into a decision and Ralston was plain cold and did not display any sign of emotion.	2
iv) B	1
v) Because he was taken by surprise and didn't expect such a harsh evaluation of his teaching methods and personal habits. He had been a dedicated and respected teacher and had not received any direct criticism or pressure to change his ways. Ralston's sudden and blunt assessment caught him off guard, and he couldn't immediately comprehend why such strong words were being used to address him.	2
vi) <u>was the one who then read out the names of the men who had died at war</u>	1
vii) <u>war-time communication was checked for the sharing of only permissible information and the remaining was crossed out.</u>	1
viii) Chips read out Max Staefel's name at the chapel service, and there was some confusion and debate among the students about why his name was included, considering he was of German nationality. This suggests that there may have been concerns about his allegiance during the war. Thus the given statement weakens this conclusion.	2
ix) D	1

<b>2. Case- based factual passage.</b>	<b>10 marks</b>
i) To highlight that there is something fascinating and puzzling about these stripes that warrants further exploration and study.	1
ii) primary function	1
iii) peak heat / direct sunlight	1
iv) D	1
v) C	1
vi) The mention of the studies being published implies that they have undergone some level of review and scrutiny, making it reasonable to infer that the information they provide may be reliable and credible.	2
vii) A	1
viii) Both studies support the idea that zebras' stripes have a specific purpose. The Cobb's study suggests that the primary function is thermoregulation, while Prof. Caro's experiment indicates that stripes deter horseflies, which can also be linked to reducing heat stress.	2

**SECTION B- CREATIVE WRITING (18 MARKS)**

3. NOTICE  
 Format – 1    Content -2    Accuracy of spelling and grammar -1

Name of Organisation
NOTICE
Date
Heading
[details]
Signature
Name (issuing authority)
Designation

- A**
- Correct format (as listed)
  - Drawing attention— of students of class XI
  - Mentioning the excursion ; inviting registrations
  - Giving details -D,T,V
  - Informing about parent-consent slips
  - Line with reference to the undersigned
- B**
- Correct format (as listed)
  - Drawing attention—one and all
  - Mentioning the find and where
  - Giving details of the bag
  - Sharing details for claiming (by owner)
  - Line with reference to the undersigned

## INVITATION & REPLY

4. Format – 1 , Content -2, Accuracy of spelling and grammar -1

A **FORMAL LETTER - invitation**

**Format-** that of a formal letter- Sender's address, date, designation of the receiver, followed by the receiver's address, subject, salutation, content of the invitation, complimentary close.

**Content:**

- Purpose of invitation
- Date /time of event
- Venue (address)

B **FORMAL LETTER- Reply in third person**

**Format-** that of a formal letter- Sender's address, date, designation of the receiver, followed by the receiver's address, subject, salutation, content of the invitation, complimentary close.

**CONTENT**

- In Third Person, mention of DTV.

## 5. FORMAL LETTER :

Format – 1, Content -2, Organisation -1, Accuracy of spelling and grammar -1

**Format:**

Sender's address, Date, Receiver's address, Salutation . Subject, Letter, Complimentary close (largely accepted –*Yours truly* for letter to editor & in business circuits –*Yours sincerely*)

A **Content points:**

Introductory paragraph - Purpose of writing the letter and stating the issue briefly.

Body paragraph : issue-

- Environmental Impact - litter poses a significant risk to local environment - disrupts the natural beauty of Nainital - the non-biodegradable waste harms our flora and fauna
- Health Hazards - Litter attracts pests and insects - risk of diseases due to these unhygienic conditions
- Negative Impression - Nainital is known for its natural charm – visitors exposed to unsightly sight of litter - leaves a negative impression and affects the tourism industry

Body paragraph : recommendations-

- placing additional waste bins in key tourist areas
- enforcing strict fines for littering- strict implementation
- Public Awareness Campaigns - educational campaigns to raise awareness

Concluding paragraph – Summarising, sharing a call for action.

B **Content**

- Covering Letter
- Reference to the advertisement
- Conveying suitability for the position
- Submission of application

### **Bio data as separate enclosure**

- Profile of self
- Educational Qualifications (include advertised requirements)
- Work experience/s (if relevant)- only internship / part-time relevant here
- References
- (Any other relevant information)

### 6. ARTICLE WRITING / REPORT WRITING :

Format – 1, Content -2, Organisation -1, Accuracy of spelling and grammar -1

#### **Newspaper Article Writing**

##### **Format:**

Title (eye catching, thematically relevant)

-By line

**Introductory paragraph** - Relevant to the given topic, introduction.

**Main Body**- Elaboration, examples, linkage to the topic. Discussion on various aspects of the given issue, cause, effect. Developed coherently in one or two paragraphs.

**Concluding paragraph**- Writer's opinions/comments, recommendations/solutions. End on a hopeful note/ call for action/ warning.

##### **A Suggested response points (cues):**

1. What is fake news, and why has it become a significant concern in the age of social media?

spread of false information, often disguised as legitimate news--- concern because the ease with which information can be shared online means that even unverified or misleading content can reach a vast audience rapidly – can have serious consequences, affecting public perception, trust, and even causing social or political unrest.

2. Analysing the Issue –

Misinformation - affects the public behaviour – perception - can sway opinions, incite panic, or lead to misguided actions - challenges : sheer volume of content online

3. Suggestions to Tackle Fake News -

Social Media - enhance their fact-checking processes ; implement algorithms to detect and flag fake news

Users - evaluate the information they encounter online ; verify sources, cross-reference facts, refrain from sharing unverified content.

Schools - Digital literacy programmes - educate the younger generation on discerning credible sources from unreliable ones.

4. Local Perspective -

Causes unrest / harm – need collaboration of local media outlets, educational institutions, and community organisations to promote media literacy, conduct workshops on fact-checking, and create awareness campaigns about the dangers of fake news.

## School Magazine Report Writing

### Format:

- Heading & By line
- Details

### Organisation & Content:

The report should answer these questions			
WHO? name of event, sponsor/ organiser special guests, if any	WHERE & WHEN? date, time, place - town/ city + venue	WHAT & HOW? events/ programme details	WHAT NEXT? / OPINIONS

### B Suggested response points (cues):

1. What is the initiative?

adopt a village as part of our social responsibility programme - aim is to make a positive impact on the lives of the villagers and promote education and community development.

2. What are the key components and main objective of the initiative?

visits to the adopted village by our students - conduct literacy and numeracy programs for the villagers to enhance their educational skills ---The primary objective : to empower the community through education and improve their overall quality of life.

3. How often are the visits?

visit every month - ensuring a consistent presence - support and educational assistance

4. About the summer camp - specific activities, events, and benefits

highlight of the initiative - fun-filled event - activities like storytelling sessions, art and craft workshops, and games for the children ; adults - skill development workshops. Benefits: providing villagers with new skills and a sense of community engagement.

5. Positive changes – village and students

Village: improved literacy rates and a growing interest in education

Students : this experience has taught them empathy, leadership, and the importance of giving back to society.

6. Future plans

expand - bring in more resources - introduce more skill development workshops - create sustainable, long-term changes

## SECTION C- LITERATURE (40 marks)

### 7. Poetry (No partial credit to be awarded)

(6 marks)

- A i C. To evoke a powerful image of the mother's ageing. 1  
*[The mention of the mother dozing open-mouthed with an ashen face, similar to that of a corpse, conveys the idea of her frailty and the impact of aging. This memory is brought up to highlight the mother's aging and the emotional response of the speaker to her mother's vulnerability. It points to the poet's contemplation of her mother's mortality and the inevitable passage of time.]*
- ii The close proximity of the daughter with the mother. *[The narrator is not just observing her mother from a distance; she is intimately connected to her, both physically and emotionally]* 1
- iii ...is not just unwell, but close to death *[The word 'corpse' is an image associated with death and decay]* 1
- iv The car is moving towards a destination, just as time is moving unavoidably forward towards the end of life. 1
- v melancholic / sad / anxious *[The use of words like 'an ashen face like that of a corpse' evokes a sense of loss and mortality that causes sadness, which is reflected in the mood of these lines]* 1
- vi B. It suggests the continuity of the drive and the passage of time. 1  
*[The absence of punctuation creates a sense of flow between the lines and suggests that the drive is ongoing. It also creates a sense of anticipation in the reader, wondering what will happen next.]*
- B i "When Aunt is dead" 1
- ii (Any one) 1
- ... Aunt Jennifer's entire being or essence is filled with terror and fear
  - ...Aunt Jennifer's hands, as a representation of her actions and existence, bear the lasting effects of her struggles
- iii (Any one) 1
- Emotional and psychological control  
*[Aunt Jennifer's ordeals have overwhelmed and dominated her, leaving her in a state of fear and anxiety. Her experiences of oppression and society's constraints have taken a toll on her mental and emotional state, leaving her feeling trapped and powerless.]*
  - Physical constraint and limitation  
*[The weight of Aunt Jennifer's ordeals has left a lasting mark on her physical being, limited her actions and autonomy, leaving her feeling trapped and unable to fully express herself.]*
  - Symbolic subjugation  
*[Aunt Jennifer's ordeals have become a dominating force in her life,*

*exerting power over her thoughts, actions, and sense of self. Making her live under the constant influence of external forces - societal expectations , gender roles etc. which suppress her individuality ]*

- |   |  |                |
|---|--|----------------|
| iv  | <p><b>D.</b> To highlight the juxtaposition between Aunt Jennifer's mortality and the eternal, unafraid prancing of the tigers</p> <p><i>[The contrast in the lines serves to emphasise the stark juxtaposition between Aunt Jennifer's mortality, indicated by the description of her hands lying still in death, and the eternal, unafraid prancing of the tigers in the artistic creation she made. This choice underscores the enduring nature of the tigers' symbolic freedom in contrast to the temporal nature of Aunt Jennifer's life.]</i></p>                    | 1              |
| v   | <p>(1) specifically highlights the idea of Aunt Jennifer conquering fear through her creation of the tigers OR (1) emphasises Aunt's ability to assert herself and find strength in the face of adversity whereas</p> <p>(2) focuses more on the aspect of Aunt Jennifer's ordeals rather than her empowerment <b>OR</b> (2) puts more emphasis on her struggles rather than her triumphs and may not fully capture the empowering aspect.</p>   | 1              |
| vi  | It conveys a sense of empathy and understanding for Aunt Jennifer's struggles and desires.   | 1              |
| <b>8. Prose- Vistas (No partial credit)</b> |  | <b>4 marks</b> |
| A i   | <p>(Any one)</p> <ul style="list-style-type: none"> <li>▪ ... seeking professional advice is a common or expected course of action in response to unusual experiences</li> <li>▪ ... talking to a psychiatrist is a logical and widely accepted choice</li> <li>▪ ... it is an accepted cultural or societal norm to turn to mental health professionals when grappling with unconventional or challenging circumstances</li> </ul>  | 1              |
| ii  | <p>(Any one)</p> <ul style="list-style-type: none"> <li>▪ It attempts to provide a psychological explanation for an extraordinary experience</li> <li>▪ It delves into the subconscious and suggests that Charley's yearning for a different reality might be manifesting in his dreams or waking thoughts.</li> </ul>   | 1              |
| iii   | <p><b>A.</b> defensive stance</p> <p><i>[Option B implies a proactive action taken to safeguard against potential harm but he wife's reaction seems more like a response to a perceived judgment rather than a deliberate protective measure. Option C is not directly supported by the phrase "kind of mad." which seems more like a defensive reaction than a straightforward expression of concern. Option D could be true to some extent, but it doesn't fully capture the emotional tone of being "kind of mad." The wife's reaction appears more emotionally</i></p> | 1              |

*charged and defensive rather than a simple assertion of privacy. Hence Option A is correct as it is a reaction in response to a perceived threat or criticism, and captures the emotional tone conveyed by the wife's reaction.]*

- iv “among others” [*Yes, I’ve taken the obvious step: I talked to a psychiatrist friend of mine, among others.’*] 1
- B i **A.** His coping mechanism 1  
*[Derry's certainty about not looking different as he grows older can be seen as a coping mechanism, a way for him to handle the challenges posed by his disfigurement. It reflects his psychological strategy to maintain a sense of stability and control over his identity despite people’s prejudices. While Option B might be an interpretation , it is more about his internal emotional strategy than an act of defiance against society’s expectations. The term "coping mechanism" better captures the psychological aspect of Derry's attitude toward his own identity and appearance. Options C and D are obvious incorrect options.]*
- ii (Any one or similar) 1  
 ...the world is diverse, complex, and full of different perspectives and experiences.  
 ...there is more to the world than meets the eye.
- iii FALSE. [*Was more of an earnest inquiry rather than a taunting retort. Derry seems to be seeking clarification from Mr. Lamb about the nature of the world. It reflects his curiosity and perhaps a yearning for a broader understanding of the world beyond the confines of the garden. It's a genuine question.*] 1
- iv (Any one) 1
- Pragmatic - Mr. Lamb's practical approach to life. He doesn't dramatise or complain about his condition, showcasing a no-nonsense attitude.
  - Resilient - By dismissing the idea that his tin leg hurts, Mr. Lamb displays resilience. He doesn't let physical discomfort define his emotional state or outlook on life.
  - Humorous - There's a hint of humor in Mr. Lamb's response. The use of "boy" and the matter-of-fact tone add a touch of wit, revealing his ability to find lightness in the face of challenges.
  - Comforting / Reassuring - By dismissing the idea that "tin hurts," Mr. Lamb is attempting to reassure Derry. This contributes to his character as someone who, despite his own challenges, is considerate of Derry's feelings and strives to provide comfort.

A i	discomfort / sense of intrusion	1
ii	(similar response , along any one of these lines) Because it- <ul style="list-style-type: none"> <li>▪ includes the coexistence of discomfort and essentiality</li> <li>▪ suggests that while interviews might be uncomfortable for some individuals</li> <li>▪ means that interviews remain a crucial and indispensable means of communication, allowing for the transmission of meaningful information and insights</li> </ul>	1
iii	<b>B. a tool for training</b> <i>[While interviews can be used as a tool for training purposes in certain contexts, it does not directly align with the idea that an interview is "a supremely serviceable medium of communication." The term "supremely serviceable" implies that interviews are highly effective, versatile, and impactful in facilitating communication and exchanging information and ideas. While training can be a potential application of interviews, it is not the defining characteristic that highlights the overall usefulness and effectiveness of interviews as a medium of communication.]</i>	1
iv	By offering a direct and unfiltered connection between the interviewee and the audience	1
v	(Any one) <ul style="list-style-type: none"> <li>▪ events, ideas, or information that hold significance or importance.</li> <li>▪ crucial and noteworthy aspects of life, society, or culture</li> <li>▪ substantial and impactful content</li> </ul>	1
vi	(Any one) <ul style="list-style-type: none"> <li>▪ Role as facilitators - Interviewers guide conversations, extracting valuable insights and information from interviewees.</li> <li>▪ Knowledge brokers - Interviewers bridge gaps in understanding, acting as conduits for knowledge transfer between experts and the audience.</li> <li>▪ Narrative shapers - Through questions and dialogue, interviewers shape the narrative, influencing how information is presented and perceived</li> <li>▪ Audience representatives - Interviewers represent the audience, asking questions that resonate with public inquisitiveness and concerns</li> <li>▪ Cultural Interpreters - They interpret and contextualise information, making it accessible and relatable to a broader audience.</li> <li>▪ Gatekeepers of information - Interviewers control the flow of information, deciding which aspects to highlight, amplifying their role in shaping perceptions.</li> </ul>	1
B i	False <i>[Spoke with respect]</i>	1

- ii **B.** The valet had to supervise the acceptance of the invite. 1
- iii (Response may be accepted along these lines) 1  
 ...the young lady's unexpected generous and kind gesture that bridges the gap between social classes  
*[Emphasising shared humanity over material distinctions]*
- iv (Any one) 1  
 ▪ To create a positive atmosphere, to make the rattrap peddler feel at ease and comfortable.  
 ▪ To build trust and rapport, fostering a sense of assurance in the peddler that allows him to be more open and receptive in their interaction.
- v **B.** Lucky chap! Unbelievable stroke of good luck. 1
- vi He was ill at ease because he was having 'evil forebodings' / ominous fears of what awaited him ; hence, thoughts were far from pleasant. 1
- 10 Answer any FIVE of the six following questions in 40-50 words each. 5 X 2= 10**

**Content -1**

- Full credit for appropriate inclusion of all content asked for
- Partial credit ½ for relevant but incomplete content

**Expression – 1**

- Full credit for effective organisation
- Partial credit ½ for some semblance of organisation of ideas

**Accuracy** - Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).

- i ▪ His willingness to endure personal risks and face arrest-- demonstrated the power of individual courage in challenging colonial oppression 2  
 ▪ Non-violent resistance -- inspired thousands of peasants to overcome their fear of the British - initiated a collective shift in mindset  
 ▪ This strategy - influenced the trajectory of the Indian independence movement - set a precedent for peaceful activism
- ii ▪ by transforming it from a passive state of mere physical quietness -- to an active and purposeful collective introspection 2  
 ▪ conventional idea of stillness often implies a cessation of movement or activity, a momentary pause  
 ▪ not just the absence of physical movement -- but a deliberate and a reflective silence  
 ▪ Neruda goes beyond this surface-level understanding - presents a stillness that is dynamic and intentional

- iii
  - goes beyond its literal meaning
  - symbolises resistance, patriotism, and a final assertion of French identity in the face of cultural suppression
  - not just about writing words on a board - carries a deeper meaning that makes it a symbol of defiance and a last stand for cultural identity
- iv
  - by symbolising a tranquil and secluded mental space - Keats uses the term 'bower' to represent a peaceful retreat -surrounded by nature
  - Implication - encountering a thing of beauty creates an internal sanctuary within the individual
  - 'bower quiet' becomes a metaphorical refuge -- a serene state of mind where the beauty, whether in nature or art, continues to offer solace, inspiration, and a sense of tranquility that is unending
- v
  - ⇒ highlights her desire for - recognition and validation
  - ⇒ points to - potential strains in her relationships -- unmet needs and communication gaps within her family  
(Any one)
  - Seeking Recognition –
    - might stem from a need for acknowledgment and attention
    - She might feel that her family, particularly her father and Geoff, may not fully appreciate her dreams or interests
    - Meeting a football star becomes a way for her to gain a sense of importance within the family
  - Misunderstanding
    - Geoff’s disbelief and scepticism
    - communication gap
    - indicates differing perspectives on aspirations
  - Isolation and Longing for Connection –
    - her secretive nature about her supposed meeting with Danny Casey
    - feel unable to openly share her dreams or experiences with her family --- possibly due to a fear of judgment or lack of support
- vi
  - profound impact - finding a reduced-price copy - a moment of illumination
  - included - the essays by notable intellectuals, including Spender, detailing their journeys into Communism and subsequent disillusionment
  - helped join the dots - shed light on the mystery surrounding Spender's visit to Gemini Studios -- revealing a connection not just to poetry but to profound ideological shifts

**11 Answer any TWO of three following questions in 40-50 words each.**

**2 X 2= 4**

## Content -1

→ Full credit for appropriate inclusion of all content asked for

→ Partial credit ½ for relevant but incomplete content

## Expression – 1

→ Full credit for effective organisation

→ Partial credit ½ for some semblance of organisation of ideas

**Accuracy** - Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).

- i
  - symbolises the inescapable nature of destiny and the repercussions of the Maharaja's actions 2
  - fate catches up with him , through a harmless gift for his son
  - The symbolic revenge of the "hundredth tiger" serves as a moving reminder that
    - one cannot elude destiny
    - even seemingly trivial choices may have profound consequences
  - highlights the story's theme of destiny's inevitability and the irony of the Tiger King's ultimate fate
- ii
  - during wartime, national loyalties are heightened, and harbouring an enemy soldier is seen as a betrayal to one's country -- tension amplified - the wounded man is not just any enemy but a prisoner of war 2
  - adds layers to the moral dilemma -- the historical context of World War II - hostilities between Japan and the United States – their choice forces the characters to confront their ingrained prejudices and challenge societal norms
  - the wounded soldier's identity as an American POW -- questions the dehumanisation of the enemy during wartime, emphasising shared vulnerabilities and the common thread of suffering - the moral dilemma becomes not just about allegiance to one's nation but also about recognising the shared humanity that transcends national conflicts
- iii
  - heightened - first-person perspective allows readers to intimately connect with the narrators' experiences, emotions, and cultural struggles 2
  - gain authenticity - they draw from the real-life encounters of Zitkala-Sa and Bama - provide a raw and unfiltered glimpse into their personal histories
  - humanises the broader themes of cultural clash, discrimination, and identity loss
  - impact - not just literary

12 Answer ONE of the two following questions, in about 120-150 words. (5)

**Content -2**

→ Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments

→ Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance

**Expression – 2**

→ Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas

→ Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion

**Accuracy-1**

→ Full credit for none to minimal errors

→ Partial credit of ½ for spellings and/or grammatical, largely accurate

→ No credit for error density causing impediment in understanding

**A****Value Points:**

- Edla Willmansson’s compassionate nature - she would feel a sense of empathy and concern for their situation
- Edla has shown kindness and sympathy towards the rattrap peddler - similarly, she might respond with understanding and a desire to help Saheb and Mukesh improve their lives
- Edla's experiences with the rattrap peddler -taught her about the struggles of the marginalised and underprivileged – for Saheb and Mukesh - she might try to connect with them, offer them assistance, or try to find ways to uplift their lives
- Her willingness to help - might lead her to take action to improve their situation

**B****Value Points:**

- Identify the reason behind his mental roadblock  
The real reason behind your mental roadblock is the series of defeats that you have faced. Don’t you know that defeat is success turned inside out?
- Explain that its common  
These setbacks are usual for anyone who takes risks in any field. Make them your milestones on your road to achievement.
- Share Douglas’s experience  
William Douglas, in his autobiography has mentioned the approach he took to overcome his fear of water (elaborate). He was resolute to overcome his mental block caused by fear. He emerged victorious against his own enemy – fear. Follow his example. I’m sure you too will overcome this mental block and taste success like him.
- Offer advice  
Never let fear of anything rule your life. If you do, you will be carrying the heavy burden of regret throughout your life. Stars like you must shine and lead the way for others. All the best!

13. **Answer ONE of the two following questions, in about 120-150 words. (5)**

**Content -2**

→ Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments

→ Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance

### **Expression – 2**

→ Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas

→ Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion

### **Accuracy-1**

→ Full credit for none to minimal errors

→ Partial credit of ½ for spellings and/or grammatical, largely accurate

→ No credit for error density causing impediment in understanding

A

### **Value Points:**

Educational opportunities –

- From witnessing the grandeur of glaciers to understanding the delicate balance of polar ecosystems
- These opportunities extend beyond the scientific realm - they delve into the interconnectedness of environmental, social, and economic facets
- Not just about memorising facts – but about understanding the complex web that sustains life on our planet
- Gained insights into the immediate impacts of climate change -- not abstract concepts but tangible signs of a planet in flux.

Fostering an understanding ---

- hands-on experiences - the melting ice, the shifting landscapes — such experiences fuel commitment to environmental stewardship
- not just learning - internalising a responsibility to act
- a sense of global citizenship --- because this venture is not being done as tourists – but as ambassadors of a sustainable future
- aware that actions today shape the world we inherit tomorrow
- empowers to be advocates for positive change and passion to address the challenges the planet faces
- moulding the future generation into informed, responsible custodians of this planet

**B Value Points:**

- seemingly simple question - holds profound meaning
- world we live in - labels and judgments - placed upon individuals - based on their differences - categorisation - either desirable or undesirable -a "flower" or a "weed"
- every individual – unique -just like every plant in a garden - a distinctive beauty, strength, and purpose
- just as a garden thrives with diverse flora - our society with a diverse range of individuals
- diversity - enriches
- yet, we often witness exclusion, prejudice, and the marginalisation
- need to challenge this limited perspective -- embrace the concept of inclusion - every individual valued and celebrated – their unique qualities and contributions
- weeds too can bloom and flourish - the right environment
- let us strive to build bridges of understanding and acceptance
- sow seeds of a more inclusive and compassionate world