

Section A: Short Stories

Direction: *From the TWO SETS of questions under this genre, choose ONE SET and write your responses in your answer sheet. Answer the questions from the CHOSEN SET in this section with reference to the short story, “Test” by Theodore Thomas*

Set I

Question 1a.

[1x5]

Direction: Each question below is followed by four possible responses. Choose the correct response and write it in the space provided.

(i) *Robert Proctor’s mother accompanied him during his drive. When asked about the ride, she said that she was*

- A happy.
- B excited.
- C relaxed.
- D enjoying.

Answer _____

(ii) *The image which haunted Robert Proctor the most after the collision with another vehicle was that of*

- A the blue uniformed man.
- B the sleeping girl in the other car.
- C his mother screaming during the impact.
- D the other car driver who was filled with fear.

Answer _____

(iii) *“I must still be dreaming. This is all part of the test, isn’t it?”*

Robert Proctor said the above words because

- A he failed to pass his driving test.
- B he knew the accident was a hypnotism.
- C he had not been injured in the accident.
- D no one had died when his car crashed with another.

Answer _____

(iv) *“It was then that his mother began to scream.”* This happened when

- A Robert Proctor’s car turned sideways on the turnpike.
- B Robert Proctor’s car skidded onto the oncoming lanes.
- C the front right wheel hit a rock and the tyre got punctured.
- D the blue car swung out from behind the truck without warning.

Answer _____

(v) Robert Proctor was denied a driving license because he

- A met with a road accident.
- B felt no remorse in causing deaths.
- C couldn't control his car on the road.
- C tried to overtake a blue car by over speeding.

Answer _____

Question 1b.

[20]

Direction: Answer the following questions:

(i) Describe Robert Proctor's journey from the sub-conscious stage to the conscious stage.

(5)

(ii) Write **two** character traits of Robert Proctor with evidences from the text.

(5)

(iii) Explain any **one** theme of the story.

(5)

(iv) If you were Robert Proctor, how would you have reacted after realizing that you were intentionally misled by the driving test examiners?

(5)

Set II

Question 2.

[25]

Direction: Answer the following questions:

(i) Suggest **two** ways in which such a driving test method would benefit the society.

(10)

(ii) Bring out the elements of science fiction in the story by giving **three** evidences from the text.

(15)

Section B: Essay

Direction: Read the essay given below carefully. From the TWO SETS of questions on this text, choose ONE SET and write your answers in your answer sheet.

Nobel Prize acceptance speech by Malala Yousafzai, Oslo, December 10, 2014.

Your Majesties, Your royal highnesses, distinguished members of the Norwegian Nobel Committee, dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award. I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

I am proud, well in fact, I am very proud to be the first Pakistani, and the youngest person to receive this award. I was named after the inspirational Malalai of Maiwand. The word Malala means grief stricken, sad, but in order to lend some happiness to it, my grandfather would always call me Malala – the happiest girl in the world and today I am very happy that we are together fighting for an important cause. This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change. I am here to stand up for their rights, to raise their voice... it is not the time to pity them. It is time to take action so it becomes the last time, that we see a child deprived of education. I have found that people describe me in many different ways. Some people call me the girl who was shot by the Taliban. And some, the girl who fought for her rights.

Education is one of the blessings of life—and one of its necessities. Things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten when more than 400 schools were destroyed. People were killed. And our beautiful dreams turned into nightmares. Education went from being a right to being a crime. Girls were stopped from going to school. When my world suddenly changed, my priorities changed too. I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up. The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win. We survived. And since that day, our voices have grown louder and louder. I tell my story, not because it is unique, but because it is not. It is the story of many girls. Though I appear as one person, I am not a lone voice, I am many. I am those 66 million girls who are deprived of education. And today I am not raising my voice, it is the voice of those 66 million girls. Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is: why shouldn't they? Why shouldn't they have this right to go to school?

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty, and injustice. We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts. Many children in Africa do not have access to education because of poverty. And as I said, we still see girls who have no freedom to go to school in the north of Nigeria. Many children in countries like Pakistan and India, are deprived of their rights to education because of social taboos, or they have been forced into child marriage or into child labour.

We have already taken many steps. Now it is time to take a leap. It is not the time to tell the world leaders to realise how important education is - they already know it – their own children are in good schools. Now it is time to call them to take action for the rest of the world's children. We ask the world leaders to unite and make education their top priority. Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger. Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call strong are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so hard? We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and may be will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education.

Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty. Let us become the first generation to decide to be the last that sees empty classrooms, lost childhoods, and wasted potentials. Let this be the last time that a girl or a boy spends their childhood in a factory. Let this be the last time that a girl is forced into early child marriage. Let this be the last time that a child loses life in war. Let this be the last time that we see a child out of school. Let this end with us. Let's begin this ending ... together ... today ... right here, right now. Let's begin this ending now.

Set I

Question 1a.

[1x5]

Direction: Each question below is followed by four possible responses. Choose the correct response and write it in the space provided.

(i) The speaker wants the world leaders to

- A realize the importance of education.
- B plan to provide education to every child.
- C to be told to realize the importance of education.
- D take action in providing education to every child.

Answer _____

(ii) “.....for not clipping my wings and for letting me fly.”

The figure of speech used is

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

Answer _____

(iii) Identify the correct irony from the following statements:

The word, “Malala” means

- A “sad” but her grandfather always called her the happiest girl in the world.
- B “sad” but her grandmother always called her the happiest girl in the world.
- C “happy” but her grandfather always called her the saddest girl in the world.
- D “happy” but her grandmother always called her the saddest girl in the world.

Answer _____

(iv) The most urgent challenge faced by the world in the 21st Century, as per Malala, is to

- A end poverty.
- B land on Mars.
- C stop child labour.
- D provide quality education.

Answer _____

(v) The nature of the essay is

- A narrative.
- B persuasive.
- C expository.
- D descriptive.

Answer _____

Question 1b.

[20]

Direction: Answer the following questions:

(i) The speaker says to raise voice. Mention **two** situations when one should raise voice.

(5)

(ii) Why is the speaker saying, "I am not alone, I am many"?

(5)

(iii) Is the situation similar with the girl child in Bhutan to the one mentioned in the text? Give **two** reasons.

(5)

(iv) Comment on what Malala says about the strong countries not being able to bring peace but only wars.

(5)

Set II

Question 2.

[25]

Direction: Answer the following questions:

(i) Highlight on how education is one of the blessings of life and one of its necessities. (10)

(ii) What lessons can the speaker deliver to the Bhutanese children so that they feel privileged with their situation in comparison to those mentioned in the text?

(15)

Section C: Poetry

Direction: Read the poem given below carefully. From the TWO SETS of questions on this poem, choose ONE SET and write your answers in your answer sheet.

The Human Seasons by John Keats

Four seasons fill the measures of the year;
There are four seasons in the mind of Man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:
He has his Summer, when luxuriously
Spring's honeyed cud of youthful thought he loves
To ruminant, and by such dreaming high
Is nearest onto heaven: quiet coves
His soul has in its autumn, when his wings
He furleth close; contented so to look
On mists in idleness – to let fair things
Pass by unheeded as a threshold brook;
He has his Winter too of pale misfeature,
Or else he would forgo his mortal nature

Set I

Question 1a

[1x5]

Direction: Each question below is followed by four possible responses. Choose the correct response and write it in your answer sheet.

(i) “Mind” in the second line refers to the human

- A cycle.
- B psyche.
- C emotion.
- D intelligence.

Answer _____

(ii) The phrase that best describes, “calm and relaxing” is

- A youthful thought.
- B quite coves.
- C fancy clear.
- D fair things.

Answer _____

(iii) “*He furleth close*; contended so to look...”

The underlined word means

- A unfold.
- B unfurl.
- C fold.
- D open.

Answer _____

(iv) Where in the poem is the winter season mentioned?

- A 11th line
- B 12th line
- C 13th line
- D 14th line

Answer _____

(v) Middle age of a human is symbolized by the _____ season.

- A spring
- B summer
- C autumn
- D winter

Answer _____

Question 1b

[20]

Direction: Answer the following questions:

(i) How is the spring season described by the poet?

(5)

(ii) “...let fair things pass by unheeded as a threshold brook...”

Mention **two** imageries invoked in the above lines. Explain them.

(5)

(iii) "He has his Winter too of pale misfeature,
Or else he would forgo his mortal nature "

What point of view is the poet trying to convey from the lines?

(5)

(iv) Write a lyric of eight lines titled, "Life."

(5)

Set II

Question 2.

[25]

Direction: Answer the following questions:

(i) Elucidate the comparisons the poet has drawn between the human life and the annual seasons.

(10)

(ii) Derive any **three** themes and explain their appropriateness with references to the text.

(15)

Section D: Drama

Direction: From the TWO SETS of questions under this genre, choose ONE SET and write your answers in your answer sheet.

Set I

Question 1.

[1x5]

Directions: Each question below is followed by four possible responses. Choose the correct response and write it in your answer sheet.

(i) Ardele's mother had died in the year

A	1920.
B	1921.
C	1922.
D	1923.

Answer

(ii) Madam Bessarabo is inclined to

- A recalling and cherishing memories.
- B insulting and provoking others.
- C correcting and dominating.
- D bragging and flattering.

Answer _____

(iii) “So I’m not enough. You have to smear my sister.” The underlined word means

- A spot.
- B daub.
- C defame.
- D smudge.

Answer _____

(iv) Who is “Moliere” referred to in the text?

- A Rumanian actress
- B Rumanian author
- C French actress
- D French author

Answer _____

(v) Which **one** of the following best illustrates the primary function of a dramatist?

- A impress the public
- B entertain the public
- C humour the public
- D provoke the public

Answer _____

Question 1b.

[20]

Direction: Answer the following questions:

(i) How is the action of the author shouting at the people to remain calm an example of irony
(5)

(ii) Mention any **two** disadvantages of this kind of play. Explain them. (5)

(iii) It was found that the third floor was not a *trompe l'oeil façade* but contained a huge number of rooms. Why do you think the author had lied about it?

(5)

(iv) Comment on the ending of the play.

(5)

Set II

Question 2.

[25]

*Direction: Answer **ALL** the following questions:*

(i) Write a summary of the play from the point of action when the maid declares that she is pregnant.

(10)

(ii) Distinguish between an absurd play and the traditional (conventional play) play. Mention any **five** points each and explain them.

(15)

