

SECTION A: SHORT STORY

From the TWO SETS of questions of this genre, choose ONE SET and provide your responses as per instructions given. Read the story extract given below and answer the questions.

Through many months, under hot sun, over frosty paths, the White Knight pressed on his search, yet all the knights he met in the forest were, like himself, fairly white. They were knights of varying shades of whiteness, depending on how long they, too, had been hunting the Black Knight.

SET I

Question 1a

[5]

For each of the following questions there are four responses: A, B, C & D. Choose the alphabet corresponding to your response and CIRCLE it neatly. DO NOT circle more than ONE response. If there are more than one choice circled, NO score will be awarded.

1. 'Through many months, under hot sun, over frosty paths, the White Knight pressed on his search...' Which type of imagery is used in the line?
 - A tactile
 - B olfactory
 - C kinesthetic
 - D gustatory

2. The above extract conveys all the following EXCEPT that
 - A the White Knight had travelled for many months.
 - B other white knights were of different shades of white colour.
 - C white knights asked the White Knight about the Black Knight.
 - D other white knights were also on the hunt for the Black Knight.

3. The people started calling "The White Knight," "the Good White Knight," because
 - A his hair grew white.
 - B he wore a simple white coat.
 - C his beard grew long and bright.
 - D he became a simple and wise man.

4. The climax of the story is when the White Knight
 - A is forced to do bad deeds.
 - B kills the younger Knight.
 - C departs for his quest.
 - D leaves the forest.

5. The main rhetoric used in the story is

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

Question 1b

[15]

Answer the following questions in about 60 words each only.

1. Why were the knights in the forest “of varying shades of whiteness?”

(5)

2. Why did the White Knight go in search of the Black Knight?

(5)

3. Imagine you were the dying young white knight whose last words were, “*Is evil then triumphant?*” Describe the emotion that you are going through upon your defeat.

(5)

SET II

Question 2

[20]

Answer the following questions in about 150 words each.

1. Explain the features of a dynamic character by using the White Knight as an example.

(10)

2. Write down **points/notes** under each element of the given short story: (10)

The White Knight	
Setting	
Character	
Theme	

Plot	

SECTION B: ESSAY

From the TWO SETS of questions of this genre, choose ONE SET and provide your responses as per instructions given.

Amur Leopard

STATUS	Critically Endangered
POPULATION	More than 60 individuals
SCIENTIFIC NAME	Panther pardus orientalis,
WEIGHT	70 -105 pounds 32 – 48 kg
HABITATS	Temperate, Broadleaf, and Mixed Forests

People usually think of leopards in the Savannas of Africa but in the Russian Far East, a rare subspecies has adapted to life in the temperate forests that make up the northern-most part of the species' range. Similar to other leopards, the Amur leopard can run at speeds of up to 37 miles or 59.54 km per hour. This incredible animal has been reported to leap more than 19 feet horizontally and up to 10 feet vertically.



The Amur leopard is a solitary animal. Nimble-footed and strong, it carries and hides unfinished kills so that they are not taken by other predators. They live for 10 – 15 years in the wild, and in captivity up to 20

years. The Amur leopard is also known as the Far East leopard, the Manchurian leopard or the Korean leopard.

The Amur leopard is important ecologically, economically and culturally. Conservation of its habitat benefits other species, including Amur tigers and prey species like deer. With the right conservation efforts, we can bring them back and ensure long-term conservation of the region. The Amur leopard is poached largely for its beautiful, spotted fur. In 1999, an undercover investigation team recovered a female and a male Amur leopard skin, which were being sold for \$500 and \$1,000 respectively in the village of Barabash, not far from the Kedrovaya Pad reserve in Russia. Agriculture and villages surround the forests where the leopards live. As a result the forests are relatively accessible, making poaching a problem—not only for the leopards themselves, but also for important prey species, such as roe deer, sika deer and hare, which are hunted by the villagers both for food and cash.

With such a small population left, the loss of each Amur leopard puts the species at greater risk of extinction. WWF supports anti-poaching work in all Amur leopard habitat in the Russian Far East and in known leopard localities in northeast China. WWF implements programs to stop the illegal trade in Amur leopard parts. Together with TRAFFIC, the world's largest wildlife trade monitoring network, WWF help governments enforce domestic and international trade restrictions on Amur leopard products and prohibiting all commercial trade in the species

WWF monitors Amur leopard populations and its habitat. Its camera traps have often yielded amazing results, allowing the world to catch a glimpse of the world's rarest wild cat. It also works to increase the population of leopard prey like roe deer, sika deer and wild boar including releasing such deer into new reserves in China to provide founder animals to rebuild prey populations.

Protecting Amur leopard habitat includes increasing areas of protected land in both Russia and China, reducing illegal and unsustainable logging practices, and facilitating trade between companies committed to responsible forestry practices. In 2007, WWF and other conservationists successfully urged the Russian government to reroute a planned oil pipeline that would have endangered the leopard's habitat. Amur leopards received a safe haven in 2012 when the government of Russia declared a new protected area. Called Land of the Leopard National Park, this marked a major effort to save the world's rarest cat. Extending nearly 650,000 acres it includes all of the Amur leopard's breeding areas and about 60 percent of the critically endangered cat's remaining habitat. The park is also home to 10 endangered Amur tigers. (Source: www.worldwildlife.org/species/amur-leopard)

SET I

Question 1a

[5]

*For each of the following questions there are four responses: A, B, C & D. Choose the alphabet corresponding to your response and **CIRCLE** it neatly. **DO NOT** circle more than **ONE** response. If there are more than one choice circled, **NO** score will be awarded.*

1. The most striking information given in the table on Amur leopard is that
 - A it weighs about 32 kgs to 48 kgs.
 - B its population is below 70 in number.
 - C it can be found in a variety of forest ranges.
 - D its scientific name is Panther pardus orientalis.

2. Amur leopard is described as a solitary animal. This means one is likely to find it living

- A with other Amur leopards.
- B along with other animals.
- C in a small family group.
- D all by itself.

3. Amur leopards have the status of being critically endangered. This is because

- A their habitat range is limited to a single kind of vegetation zone.
- B they are ecologically, economically and culturally important.
- C their beautiful, spotted fur is found attractive by humans.
- D their number is rapidly and alarmingly going down.

4. If an Amur leopard is able to kill a big deer but cannot finish eating it, what can we expect it to do with the uneaten food?

The Amur Leopard will

- A abandon it since it is full.
- B take it away from other's notice.
- C allow other Amur leopards to eat it.
- D stay on guard against other predators.

5. Which is the most important message that this text wishes to convey about the Amur leopards?

- A We need to admire the Amur leopards.
- B We need to conserve Amur leopards.
- C Hunting Amur leopards is illegal.
- D Amur leopards are very fragile.

Question 1b

[15]

Answer the following questions in about 60 words each.

1. Mention the ways given in the last paragraph to help change the status of Amur leopards of being 'critically endangered'.

(5)

2. Read the text carefully and transfer information on Amur Leopard as per the table given.

(5)

3. Comment on the bleak message expressed in the last line of the text, “The park is also home to 10 endangered Amur tigers.”

(5)

SET II

Question 2

[20]

Answer the following questions in about 150 words each.

1. How would the extinction of Amur leopard affect the ecology? Explain **TWO** possible consequences with regard to its immediate environment.

(10)

2. Imagine that you are a goatherd and your goats are being constantly killed by Amur leopards. You already know that these animals are endangered through various government awareness programs. Using the information given in the text, explain how you would best tackle this problem without harming the wild cats.

(10)

SECTION C: POETRY

From the TWO SETS of questions of this genre, choose ONE SET and provide your responses as per instructions given.

Punishment in Kindergarten

Today the world is a little more my own.
No need to remember the pain
A blue-frocked woman caused, throwing
Words at me like pots and pans, to drain
That honey-coloured day of peace.
'Why don't you join the others, what
A peculiar child you are! '

On the lawn, in clusters, sat my
schoolmates sipping
Sugarcane, they turned and laughed;
Children are funny things, they laugh
In mirth at others' tears, I buried
My face in the sun-warmed hedge
And smelt the flowers and the pain.
The words are muffled now, the laughing
Faces only a blur. The years have
Sped along, stopping briefly
At beloved halts and moving
Sadly on. My mind has found
An adult peace. No need to remember
That picnic day when I lay hidden
By a hedge, watching the steel-white sun

by Kamala Das

SET I

Question 1a

[5]

For each of the following questions there are four responses: A, B, C & D. Choose the alphabet corresponding to your response and CIRCLE it neatly. DO NOT circle more than ONE response. If there are more than one choice circled, NO score will be awarded.

1. The blue-frocked woman most probably must be the speaker's
 - A class captain.
 - B neighbour.
 - C teacher.
 - D mother.

2. Where did the speaker's classmates make fun of her?

A school
B classroom
C picnic spot
D playground

3. The word 'peculiar' in the 7th line of the first stanza means

A strange.
B naughty.
C unfriendly.
D undisciplined.

4. The phrase, "honey coloured" is an example of _____ image.

A olfactory and visual
B visual and gustatory
C gustatory and tactile
D auditory and olfactory

5. The speaker's mates laughed at her because she

A was scolded.
B was all alone.
C was a peculiar child.
D hid behind the hedge.

Question 1b

[15]

Answer the following questions in about 60 words each.

1. Explain any **ONE** emotion that you will probably feel the strongest if you are scolded in front of your friends by your teacher.

(5)

2. Describe the violent scene created by the use of simile in the first stanza.

(5)

3. Imagining yourself to be the speaker, write an account of what happened in the morning which made you stay away from others.

(5)

SET II

Question 2

[20]

Answer the following questions in about 150 words each.

1. Paraphrase the second and third stanza of the poem in your own words. (10)

2. The speaker in the poem comments, "Children are funny things who laugh in mirth at others' tears." Do you agree? Justify your choice with the situation mentioned in the text.

(10)

SECTION D: NOVEL

From the TWO SETS of questions of this genre, choose ONE SET and provide your responses as per instructions given.

SET I

Question 1a

[5]

For each of the following questions there are four responses: A, B, C & D. Choose the alphabet corresponding to your response and CIRCLE it neatly. DO NOT circle more than ONE response. If there are more than one choice circled, NO score will be awarded.

1. *A mistake. She made a mistake. But Jonas knew, even as he had the thought, that she hadn't. What feeling is running through Jonas right now?*
A guilt
B anger
C frustration
D embarrassment

2. Jonas is oriented into his assignment gradually by the Giver. Identify the correct sequence of memories received by him from the former Receiver.
(The earliest memory starts from the left.)
A snow > sunshine > sunburn > rainbow
B sunshine > rainbow > sunburn > snow
C snow > sunburn > sunshine > rainbow
D rainbow > sunshine > sunburn > snow

3. The main role of the Giver is to
A function as the member of the committee of elders.
B lead the ceremonies of loss and replacement.
C act as an advisor to the committee of elders.
D transmit the memories to the receiver.

4. During the escape from the community, Jonas was scared and wary of the search planes because he knew they would use
A colour sensing technology to check for them in the bushes.
B camouflage to remain unseen from the children.
C special wings to fly very low to the ground.
D heat sensing devices to find them out.

5. Lily tells her feelings of being angry to her parents on different occasions. Through this, the need to _____ is brought out.

- A confess to elders after experiencing anger
- B accept punishment from the authorities
- C understand and being patient
- D relax after an anger episode

Question 1b

[15]

Answer the following questions in about 60 words each.

1. Explain how the committee of elders found a suitable assignment for a twelve year old in Fiona's community.

(5)

2. Assuming that you are the rule-maker in Jonas' community, frame five rules that Inger must follow as a birthmother.

(5)

3. Why do you think a receiver was given the option to lie?

(5)

SET II

Question 2

[20]

Answer the following questions in about 150 words each.

1. Mention any **FIVE** incidents from the text to show that Jonas' journey of escape was not a smooth sail.

(10)

2. Among all the painful memories that Jonas received, the memory of war was the most painful one. Write a summary of the memory.

(10)

