

## Section A: Short Stories

*From the TWO SETS of questions of this genre, choose ONE SET and provide your responses as per instructions given. Answer the questions from the CHOSEN SET in this section with reference to the short story, “Woman Unknown” by Rabindranath Tagore.*

### Set I

#### Question 1a

[1x5]

*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.*

- (i) “Father of marriageable daughters could not but find me a highly eligible bachelor.” The eligible bachelor refers to
- A Harish.
  - B Anupam.
  - C Binu Dada.
  - D Shambunath.
- (ii) The groom’s uncle finds that Kalyani’s wedding jewelries are
- A all heavy gold work of modern designs.
  - B of the same value which he sent to the bride.
  - C of superior quality because they are imported.
  - D far superior than what he assumes them to be.
- (iii) The bride’s father chooses not to speak to the groom regarding the cancellation of marriage because he thinks that he
- A is not capable of taking decisions.
  - B is not interested in family affairs.
  - C has lost his faith in marriage.
  - D is too young to get involved.
- (iv) Binu Dada, known for his understatements tells the groom that Kalyani is “Not bad”. The underlined phrase is an example of
- A alliteration.
  - B metonymy.
  - C hyperbole.
  - D litotes.

- A conservative.  
B irrational.  
C reserved.  
D introvert.

**[20]**

(i) Comment on the narrative technique of the story.

[illegible]

- (ii) The groom's uncle regards marriage as a business opportunity. Do you think he proves himself a good business man in the story? Justify with a reason.

(5)


- (iii) Imagine that you had gone to Kalyani's wedding as a guest. Write a brief report on whatever happened after the dinner.

(5)



- (iv) After the conversation between the uniformed Englishman and the station-master, an extra bogey was attached to the train. What do you think made the station-master take this decision?

(5)


## Set II

## Question 2

[25]

*Answer the following questions:*

- (i) *The marriage would not have been a happy one even if it had taken place.* Do you agree with the statement? Give **two** reasons **supported by evidences** from the text.

(10)

[illegible]


- (ii) *The character of Shambhunath Sen is an admirable one.*  
Justify why he is an admirable person by giving **three evidences** from the text.

(15)




## Section B: Essay

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

### Space Debris and Human Spacecraft

Space debris, Space junk, Space waste, Space trash, or Space litter is the collection of defunct human-made objects in Earth's orbit, such as old satellites, spent rocket stages, and fragments from disintegration, erosion, and collisions – including those caused by the space debris itself. More than 500,000 pieces of debris, or “space junk,” are tracked as they orbit the Earth. They all travel at speeds up to 17,500 mph, fast enough for a relatively small piece of orbital debris to damage a satellite or a spacecraft.



**DEBRIS ORBITING THE EARTH** Pic: shutterstock

The rising population of space debris increases the potential danger to all space vehicles, but especially to the International Space Station, space shuttles and other spacecraft with humans aboard.

National Aeronautics and Space Administration (NASA) takes the threat of

collisions with space debris seriously and has a long-standing set of guidelines on how to deal with each potential collision threat. These guidelines, part of a larger body of decision-making aids known as flight rules, specify when the expected proximity of a piece of debris increases the probability of a collision enough that evasive action or other precautions to ensure the safety of the crew are needed.

#### Orbital Debris

Space debris encompasses both natural (meteoroid) and artificial (man-made) particles. Meteoroids are in orbit about the sun, while most artificial debris is in orbit about the Earth.

Hence, the latter is more commonly referred to as orbital debris. Orbital debris is any man-made object in orbit about the Earth which no longer serves a useful function. Such debris includes nonfunctional spacecraft, abandoned launch vehicle stages, mission-related debris and fragmentation debris.

There are more than 20,000 pieces of debris that have circumference of 11 – 12 inches, orbiting the Earth. There are 500,000 pieces of debris the size of a marble or larger. There are many millions of pieces of debris that are so small they can't be tracked.

Even tiny paint flecks can damage a spacecraft when traveling at these velocities. In fact a number of space shuttle windows have been replaced because of damage caused by



material that was analyzed and shown to be paint flecks.

“The greatest risk to space missions comes from non-trackable debris,” said Nicholas Johnson, NASA chief scientist for orbital debris.

In 1996, a French satellite was hit and damaged by debris from a French rocket that had exploded a decade earlier. On Feb. 10, 2009, a defunct Russian satellite collided with and destroyed a functioning U.S. Iridium commercial satellite. The collision added more than 2,000 pieces of trackable debris to the inventory of space junk. China's 2007 anti-satellite test, which used a missile to destroy an old weather satellite, added more than 3,000 pieces to the debris problem.

Collision risks are divided into three categories depending upon size of threat. For objects 4 inches (10 centimeters) and larger, collision avoidance maneuvers are effective in countering objects which can be tracked by the Space Surveillance Network. Objects smaller than this usually are too small to track. Debris shields can be effective in withstanding impacts of particles smaller than half an inch (1 centimeter).

Sometimes collisions are calculated in advance and there is time to move the crew's space station slightly. Other times, the tracking data isn't precise enough to allow such a move. In such cases, the control centers may agree that the best course of action is to move the crew into the Soyuz spacecraft that are used to transport humans to and from the main station. The Soyuz act as lifeboats for crew members in the event of an emergency. The Soyuz transports crews to the International Space Station and returns them to Earth after their missions. Up to three astronauts can ride in a Soyuz capsule. At least one Soyuz is always docked at the space station. If there is an emergency, the station crew can use the Soyuz to return to Earth.

### Set I

#### Question 1a

[1x5]

*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.*

- (i) The space debris travel with speeds upto \_\_\_\_\_.
- A 17,000 mph.
  - B 17,500 kmph.
  - C 175,000 mph.
  - D 175,000 kmph.
- (ii) What is the principal source of large orbital debris?
- A rocket gas
  - B flecks of paint
  - C defunct spacecraft
  - D asteroid fragments

- (iii) Which information is **not** included in the second to last paragraph?
- A Size of space debris determines collision risks.
  - B Debris smaller than 10 cms are difficult to track.
  - C Non-trackable debris pose great threats to space missions.
  - D Debris shields are effective for objects smaller than half an inch.
- (iv) The purpose of the text is to \_\_\_\_\_ space debris.
- A inform readers about
  - B argue against keeping
  - C entertain readers with facts on
  - D persuade readers in favour of
- (v) Risk of over flooding space junk in the near future could possibly increase due to
- A bombing of spacecraft in space.
  - B breaking down of bigger debris in space.
  - C formation of new natural debris in space.
  - D discarding of more man-made debris in space.

**Question1b**

**[20]**

*Answer the following questions:*

- (i) What are orbital debris? Explain in your own words.

(5)



- (ii) In 2007, Chinese used anti-satellite missile system to blow up an old weather satellite which added 3000 pieces of junk in the space. Mention **one** space-junk solution to avoid such an occurrence.

(5)


- (iii) Among the three categories of collision risks mentioned in the text, which **one** poses the highest risk and why?

(5)


- (iv) Do you consider space junk as an important issue that must be addressed? Give **one** explanation.

(5)



## Set II

### Question 2

[25]

*Answer the following questions:*

- (i) Imagine that you are a scientist working to find a solution for the space debris. What method will you design to take care of the rising problem? Explain the steps properly.

(10)



(ii) *Space – seemingly empty and vast, is no longer empty but actually crowded with junk and it's going to get worse.*  
Do you feel this is an issue for a Bhutanese to get worried about? Justify with **two** explanations.

(15)





### Section C: Poetry

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

#### **Fifteen By William Stafford**

South of the Bridge on Seventeenth  
 I found back of the willows one summer  
 day a motorcycle with engine running  
 as it lay on its side, ticking over  
 5 slowly in the high grass. I was fifteen.

I admired all that pulsing gleam, the  
 shiny flanks, the demure headlights  
 fringed where it lay; I led it gently  
 to the road and stood with that  
 10 companion, ready and friendly. I was fifteen.

We could find the end of a road, meet  
 the sky on out Seventeenth. I thought about  
 hills, and patting the handle got back a  
 confident opinion. On the bridge we indulged  
 15 a forward feeling, a tremble. I was fifteen.

Thinking, back farther in the grass I found  
 the owner, just coming to, where he had flipped  
 over the rail. He had blood on his hand, was pale—  
 I helped him walk to his machine. He ran his hand  
 20 over it, called me a good man, roared away.

I stood there, fifteen.



**Set I**

**Question 1a**

**[1x5]**

*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.*

- (i) The "demure headlights" in the poem is a personification. It says that headlights are
- A shy and timid.
  - B bold and strong.
  - C ostentatious and gaudy.
  - D reserved and aggressive.
- (ii) The motorcycle is lying on its side in the grass because the
- A owner abandoned it.
  - B owner was thrown off it.
  - C speaker wanted to hide it.
  - D speaker had an accident.
- (iii) The stanza which conveys the speaker's wishful thinking is the \_\_\_\_\_ one.
- A 1<sup>st</sup>
  - B 2<sup>nd</sup>
  - C 3<sup>rd</sup>
  - D 4<sup>th</sup>
- (iv) The 'bridge' in the poem is a symbol, not only of a division between town and country, but also of a division between
- A man and nature.
  - B past and present.
  - C restriction and freedom.
  - D facts and stereotypical views.
- (v) The trait that best describes the speaker in the poem when he was fifteen is
- A careful.
  - B curious.
  - C introvert.
  - D hard working.

**Question 1b****[20]**

Answer the following questions:

- (i) Bring out the descriptions given in the second stanza.

(5)


- (ii) Identify and explain the figure of speech used in the lines 8 till 10: *I led it gently...ready and friendly.*

(5)



- (iii) Mention **one** purpose that repeating of the line, “*I was fifteen*” serve in the narrative in the poem.

(5)


- (iv) Read the poem till its **line 15** and using **prose form**, write a different ending to it.

(5)


**Set II**

**Question 2**

**[25]**

*Answer the following questions:*

- (i) Which part of the poem do you like the most? Explain with a reason why you like it.

(10)








**Important! Read the following instructions carefully.**

This section contains questions prepared on two texts:

- (1) *Episode in the Life of an Author* (Set I & Set II) by Jean Anouilh
- (2) *The Merchant of Venice* (Set I & Set II) by William Shakespeare

**Attempt** questions from **ONLY ONE** text.

- a) Do not attempt question(s) from both the texts.
- b) Do not attempt partial question(s) from both the texts.

In case a candidate fails to adhere to the instructions given above and attempts **both** the text questions or, **partially** attempts both the text-questions, the evaluation and award of marks will not be done on the “best” attempt. The items of second text will be treated as extra items and will **NOT** be evaluated at all.

**Section D: Drama**

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

**Episode in the Life of an Author**

**Set I**

**Question 1a**

**[1x5]**

*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.*

Read the extract below to answer the questions (i – v)

*“..., I order you to be quite! And you ---- stop scribbling down everything people say to you. It’s not normal. Damn it all, we’re talking about this house, aren’t we? You’ll see that everything’s in order here. I have my study on the ground floor, with my secretary’s office, drawing room; and this is the lobby.”*

(i) Who is the speaker of the above lines?

- A Author
- B Mother
- C Ardele
- D inspector



- (ii) State the mood of the speaker while uttering the above lines
- A Composed
  - B Excited
  - C Patient
  - D Calm
- (iii) “You’ll see everything is in order here.” The figure of speech used is
- A hyperbole.
  - B metaphor.
  - C idiom.
  - D irony.
- (iv) The following are the words which best describe the above scene
- I. bewildered
  - II. ridiculous
  - III. illogical
  - IV. chaotic
- A I and II
  - B I and III
  - C II and III
  - D II and IV
- (v) The words, “*It’s not normal,*” expresses writing everything without
- A listening.
  - B knowing.
  - C reasoning.
  - D sympathizing.

**Question 1b**

**[20]**

*Answer the following questions:*

- (i) One of the distinct features while staging this play was that, all the characters wore false noses. What value did wearing such an accessory add to the play’s **genre**?

(5)



(ii) Explain: “...*And you never told me? I suppose you thought it would put ideas into my head. Go on, admit you were thinking of leaving me, too!*”

(5)



(iii) Write an account of the telephonic conversation between Ardele and a woman from Boulevard Ravachol.

(5)


- (iv) *Infidelity ruins marriage*. How far is the statement appropriate in the case of author and Ardele's relationship?

(5)


## Set II

### Question 2

[25]

Answer **ALL** the following questions:

- (i) Elaborate how the play projects the emptiness and bleakness of modern life.

(10)








## The Merchant of Venice

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

### Set I

#### Question 1a

[1x5]

*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.*

- (i) The Prince of Morocco would change his dark complexion only if

A he can win Portia's love.  
B he can choose the gold casket.  
C the liveries can be exchanged.  
D the sun-god commands him to.

- (ii) *"If my gossip report be an honest woman of her word."*  
The figure of speech used in the above line is a

A simile.  
B metaphor.  
C hyperbole.  
D personification.

- (iii) Shylock narrates the biblical story of Laban and Jacob to justify his

A state of being a Jew.  
B reasons for being a miser.  
C purpose of lending money.  
D right to charge interest on his money.

- (iv) Shylock: *...But yet I'll go in hate, to feed upon the Prodigal Christian...*(Act 2, Scene 5). The closest synonym of 'prodigal' is

A proud.  
B wasteful.  
C plentiful.  
D pretentious.



(v) The trial scene in Act 4 Scene 1 depicts the play's

- A climax.
- B resolution.
- C exposition.
- D rising action.

**Question 1b**

**[20]**

Answer the following questions:

- (i) Match the quotes from the play given in Column A with the ones closest in meaning given in Column B. *The first one has been done for you.*

(5)

	Column A		Column B
1	Some there be that shadows kiss, Such have but a shadow's bliss.	A	Do not judge a book by its cover.
2	His reasons are as two grains of wheat hid in bushels of chaff: you shall seek all day ere you find them and when you have them, they are not worth the search.	B	A fool's paradise is a wise man's hell.
3	I can easier teach twenty what were good to be done, than be one of the twenty to follow mine own teaching.	C	Practice what you preach.
4	Because I will not jump with common spirits and rank me with the barbarous multitudes.	D	Arrogance isn't thinking too high of yourself but thinking too little of others.
5	All things that are, are with more spirits chased than enjoy'd.	E	Catching my attention is easy, keeping my interest is harder.
6	All that glitters is not gold.	F	Wise men talk because they have something to say; fools, because they have to say something.

1	B
2	
3	
4	
5	
6	




(iv) What is Balthazar’s motive in asking Bassanio for his ring given by Portia? (5)



## Set II

### Question 2

[25]

Answer **ALL** the following questions:

- (i) Portia's father left behind the 'will' that prevented her from choosing her life partner. Nerissa considers him 'ever virtuous'. Substantiate with **two** reasons to argue if his decision was virtuous.

(10)







