



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL

TERM 1 (2025-26) ENGLISH Marking Scheme

Class: XI
Date: 08.09.25
Admission no:

Time: 3 hr.
Max Marks: 80
Roll no:

SECTION A – READING SKILLS

(22 marks)

Q1. Read the following passages.

- I. Humour is a double-edged sword: it entertains but can also hurt with sarcasm.
- II. Evidences: (a) Diffuses tense situations, (b) Breaks awkwardness, (c) A Swiss Army Knife of social skills.
- III. Advantage: It helps release forbidden impulses safely.
- IV. Textual evidence: 'Cracking jokes, witty remarks...turn a stiff situation into fun.'
- V. lighten.
- VI. (C) people having similar interests and attitudes.
- VII. indignation.
- VIII. Arsenal of tools = multiple uses of humour in social life.
- IX. Evidence: 'Lacks a social skill... severe disadvantage in everyday life.'

Q2. Read the following carefully.

- I. Indirect comparison: Just as traffic exposes to abuse, internet exposes to trolls.
- II. (a) Trolls can be reasoned with.
- III. Survey: About 50% users face mistreatment online.
- IV. (c) Harsh – target to hurt/harass others.
- V. (d) We take online attacks as self-criticism, hard to ignore.
- VI. Irony: Blocking/reporting trolls is suggested, but social media rarely enforces rules.
- VII. Study enlightens victims that abuse is widespread, not personal failure.
- VIII. FALSE.

SECTION B – CREATIVE WRITING SKILLS

(18 marks)

Q3. A. & B Format : 1 Content: 2 Accuracy of Spelling and Grammar: 1

Box, name of issuing authority- organisation/ agency (top centre), NOTICE (centre), date of issue (aligned left)

Authorisation name, designation & signature (bottom left)

NOTE-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

Q4. A&B Format – 1 Content -2 Accuracy of spelling and grammar -1 Write in Box.

Q5. A- Format – 1 Content -2 Accuracy of spelling and grammar -2

(Letter type formal / third person) B-(Letter type formal, first/ third person).

Q5. B. Formal Letter – Inability to Judge Debate

Letter by Mrs. Savita Manjrekhar declining invitation due to prior commitments, expressing gratitude. Format – 1 Content -2 Accuracy of spelling and grammar -2

Q6. Article – Title & By line Organisation & Content

Format: 1 Organisation of Ideas: 1 Content: 2 Accuracy of Spelling and Grammar :1

SECTION C – LITERATURE

(40 marks)

Q7.

I. (C) Hair covered faces while smiling.

II. (D) Sea constant.

III. Transient.

IV. Alliteration.

V. Fleeting human life.

VI. Shows poet's love for mother.

Q8.

I. Mourad stole the horse.

II. c a b d.

III. Innocence with confused morality.

IV. Lack of absolute clarity.

B. I. cold

II. the narrator's mother's green knitted cardigan

III. d → c → b → a

IV. A

9 A. Read the following extracts and solve ANY ONE of the given two, (A) or (B) 1x6=6

I. The turning-point was when the narrator's parents, after settling in the city, sent for him and his grandmother to live with them.

II. He attended an **English school**.

III. One factor is that the grandmother **no longer accompanied him to school**, unlike in the village.

IV. The detail that there were **no dogs in the streets** indicates the contrast between the busy, animal-filled village lanes and the orderly city streets.

V. It reveals her **kindness, compassion, and ability to find new ways to engage herself** when her role in her grandson's life diminished. She adapted by forming a bond with the sparrows.

VI. The passage contrasts the **village life**—where the grandmother was deeply involved in the narrator's routine, walking him to school and meeting animals—with the **city life**, where he went to an English school by bus, had no dogs around, and the grandmother remained at home feeding

sparrows. This contrast emphasizes the shift in lifestyle and the gradual emotional distance between them.

B. I. It shows that Egyptian royalty was buried with immense wealth, treasures, and ornaments, reflecting their belief in the afterlife and the need to equip the dead for it.

II. Since the tomb remained sealed and untouched for nearly 80 years, it preserved mysteries and uncertainties, leading to increased speculation, including theories of foul play or murder.

III. He was a **teenage pharaoh** of ancient Egypt.

IV. His family was a **powerful royal dynasty that ruled Egypt and its empire for centuries.**

V. The phrase refers to **Tutankhamun (King Tut).**

VI. D) Heavily filled with.

10. Answer any five of the following six questions in 40-50 words each: 5x2=10

I. When the narrator moved to the city, he joined an English school and travelled by motor bus. His grandmother could neither accompany him nor understand the subjects he studied. This created a distance between them, weakening their earlier close bond of companionship and shared routines.

II. The narrator and his crew had been battling rough seas and severe storms during their voyage. Spotting Ile Amsterdam signified hope, safety, and survival. Despite their exhaustion and injuries, the sight of land reassured them that their struggle was worthwhile and rescue was possible.

III. Modern technology like CT scans and DNA analysis is used to probe Tutankhamun's death. Yet, these investigations exist alongside the ancient myths, rituals, and superstitions linked to Egyptian pharaohs. This blend of science and tradition deepens the intrigue, keeping the mystery of Tut's life and death alive.

IV. The poet recalls a childhood photograph of her mother enjoying a carefree moment at the beach. This joyful past is contrasted with the present, where the mother is no more. The silence of the poet reflects grief and the inevitable passage of time, conveying irreparable loss.

V. Despite the violent storms and the risk of death, the children showed remarkable resilience. They comforted their parents, maintained calm, and never panicked. Their courage reflected their maturity, optimism, and determination, proving that even in adversity, they possessed strength beyond their years.

VI. Towards the end, the grandmother sensed her approaching death. She stopped talking to the family and devoted her final hours to prayer and chanting. She even refused to waste time in idle conversation. Her complete surrender to spirituality reflected her faith and preparation for the end.

11. Answer any two of the following three questions in 40 -50 words each :

I. The Garoghlanian tribe was known for honesty, pride, and strong moral values. Although Aram and Mourad took the horse without permission, they never intended to sell or harm it. Their love for adventure and animals, coupled with an unshakable sense of honour, reflected their tribal traits.

II. The narrator felt a sense of disconnection with the objects at Mrs. Dorling's house. Though once familiar, they seemed strange and out of place in an alien setting. Instead of comfort, they evoked pain and memories of loss, making her decide against reclaiming them.

III. At Mrs. Dorling's house, the narrator's daughter noticed familiar possessions such as the **old-fashioned iron candleholder, the woollen tablecloth, the silver cutlery, and antique crockery.** These objects once symbolised warmth and belonging in her own home, but in the new surroundings, they appeared lifeless and alien.

12. Answer any one of the following two questions, in about 120-150 words.

1x5=5

A. In *The Portrait of a Lady*, the grandmother's silence reflects her profound inner strength and unshakeable faith. When she withdraws from worldly affairs and devotes herself entirely to prayer, her silence communicates acceptance of life's transience and readiness for death. Instead of weakening her bond with the family, it conveys dignity, wisdom, and detachment. Even without words, her presence radiates love, calmness, and discipline. Her chanting of prayers and refusal to waste time in idle talk symbolises her focus on the eternal rather than the temporal. Thus, her silence becomes a language in itself—expressing values, faith, and resilience more powerfully than spoken words could. It reveals that silence, when rooted in conviction, can be the strongest form of communication.

B. The father's statement carries a meaning that transcends physical bravery. It reflects the profound human belief that unity, love, and shared strength can overcome even the greatest fears. Facing death in isolation is terrifying, but when endured together, suffering becomes bearable. His words reveal that family bonds and collective spirit provide resilience greater than individual strength. Philosophically, the phrase suggests that mortality is inevitable, but solidarity gives it dignity. The acceptance of death, when coupled with the assurance of togetherness, transforms fear into courage and despair into hope. It highlights the truth that life's value lies not only in survival but also in shared experiences, compassion, and unity. This makes the statement timeless, symbolising the victory of the human spirit over fear.

13. Answer any one of the following two questions, in about 120-150 words

1x5=5

A.

Aram's statement highlights the innocence and confused sense of morality of childhood. To him and Mourad, taking the horse was not stealing, because they neither intended to sell it nor harm it. Their only desire was to enjoy the thrill of riding. This reflects their youthful naivety and the adventurous spirit that makes them believe their act is harmless. However, Aram also realises that society would judge them differently, branding their action as theft. This contrast between personal innocence and social morality underscores the central theme of the story. It shows how children often perceive right and wrong through the lens of intent rather than consequences. The statement captures the delicate line between moral values inherited from the Garoghlanian tribe—renowned for honesty—and the boys' childish impulses.

B.

When the narrator visits Mrs. Dorling's house, she recognises many objects that once adorned her own home—furniture, crockery, cutlery, and tablecloths. In her memories, these belongings were closely tied to warmth, comfort, and family bonding. They symbolised familiarity, love, and the security of her lost home. However, in Mrs. Dorling's house, the same objects seem alien, lifeless, and stripped of their meaning. Instead of giving her joy, they evoke pain, reminding her of the disconnection between past and present. The intimate association she once had with them is lost, as they now exist in a strange environment devoid of personal connection. This sharp contrast highlights the theme of displacement and the irretrievable loss brought about by war, where even familiar possessions no longer provide solace.