

**SAMPLE QUESTION PAPER**

**Part I**  
**ENGLISH LITERATURE**

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**Class - XII**



**Government of Kerala**  
**Department of Education**

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**Prepared by**  
**State Council of Educational Research and Training (SCERT), Kerala**

**2015**

## **GENERAL GUIDELINES FOR THE PREPARATION OF QUESTION PAPER FOR HIGHER SECONDARY EDUCATION - 2015 (PLUS 2)**

### **Introduction**

The Kerala School Curriculum 2013 has successfully ensured quality education through constructive learning activities. It had laid great emphasis on learning outcomes which measure the acquisition of skills by the learners through various learning activities. The curriculum envisions the achievement of these learning outcomes as the aim of education in the modern age. Hence a comprehensive evaluation of the accomplishment of the specified learning outcomes has become the greatest task before the present day educators.

Assessment of achievement by learners is carried out in two phases, in the form of CE and TE. It is quite essential to assess the learner's progress at the end of every term. It is the duty of the question setter to ensure that there is correlation between the intended learning outcomes and the acquired learning outcomes. He has to focus on the integration of the specified learning outcomes through various questions. It is also important to make sure that the questions are strictly based on the syllabus, on par with the subject guidelines. Moreover, the questions should address all types of learners.

English Literature is an optional subject under Part III in the XII syllabus. The textbook comprises of various literary pieces representing diverse literary genres. Emphasis is laid upon the aesthetic and literary aspects of these texts, rather than linguistic aspects. The textbook is divided into five units, Poetry, Short story, Non-Fiction, Drama and Novella. The Drama and Novella texts are intended for non-detailed study. The learner has to internalize the characteristic features of different genres, highlights of each area and the content of each unit. The question setter has to bear these facts in mind and give due importance to questions which assess all these aspects.

### **GUIDELINES FOR THE PREPARATION OF QUESTION PAPER**

- Before preparing the question paper the question setter should familiarize himself with the textbook prescribed, LOs, thinking skills and scheme of work.
- A pool of quality questions should be prepared before starting the question setting.
- A design of the question paper with due weight to content learning outcomes, different forms of questions and thinking skills, should be prepared.
- A blue print based on the design should be prepared.
- 60% weighting should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- Stem of the question text should be relevant to the question posed.
- Questions should contain objective type, short answer type and essay types.
- 15 to 20% weighting of total scores must be given to objective type questions.
- Essay type questions can be framed 20 to 32% of the total score.
- Choice can be given to short answer type and essay type questions.
- Choice can be given up to 30 to 32% of the questions.
- The choice for essay questions from the poetry section should be given between one question from among the first four poems and one from the last five poems.
- One essay question each from the Novella and Drama sections may be included.

- While giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- The highest score that can be given to a question in the question paper is limited to 10% of the total score.
- While fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- Two hours and thirty minutes for writing the answers and 15 minutes of cool off time to read the questions should be given.
- Multiple choice questions should be provided with four competitive distracters.
- Time allotted for each question should conform to the thinking skills involved.
- The minimum length of the answer should be clearly indicated.
- Issues of all types of learners should be addressed.
- Learning outcomes should be focused.
- Question should be crystal clear and unambiguous.
- Question text should not be too lengthy and complicated.
- Questions may be framed based on a single or a cluster of learning outcomes scattered over one particular unit or many units.
- The possibilities of graded questions reflecting different thinking skills can be explored.
- Importance should be given to the literary aspects like figures of speech, rhyme scheme embedded in poetry and other specific aspects of different genres and contents in the text.
- The questions should not allow the examiners to interpret and give mark in their own way.
- Sufficient hints should be provided for essay type questions.
- General instructions for the question paper should be given on the top.
- Name of subject, Class, Year, Total score, Individual and Total time should be given in the question paper.
- Instructions for the questions can be given before the question text.
- The length and the nature of answer should be highlighted in the instruction.
- The title of the text should be written in Italics.
- Monotony of set patterns (objective or descriptive) should be avoided.
- Questions should not hurt the feelings of caste, religion, gender etc.
- After preparing the question paper a scoring key indicating value points and question based analysis should be drafted.
- Thinking skill should be integrated with the scoring key.
- Scoring key should give the expected outline of the answer and value for each point specifically and clearly.
- Question based analysis should include content, learning outcomes, thinking skills, specific thinking skills, topics covered, form of questions, score allotted and time.

**SCHEME OF WORK**  
**PART III**  
**ENGLISH LITERATURE**

Month	Genre/No	Title
June	Poem 1	The Wild Swans at Coole
	Short Story 1	Doves on the Wing
	Non Fiction 1	Excerpts from The Sixth Sense
July	Poem 2	The Unknown Citizen
	Short Story 2	We too are Human Beings
	Drama	Act 1 Pygmalion
	Novella	Chapter 1 Metamorphosis
August	Poem 3	No More Hiroshimas
	Non Fiction 2	In Memory Azores
	Short Story 3	My Old Home
	Drama	Act 2 Pygmalion
<b>FIRST TERMINAL EXAMINATION</b>		
September	Poem 4	The Journey of the Magi
	Non Fiction 3	Role Play
October	Poem 5	Ecology
	Non Fiction 4	Are the Rich Happy
	Drama	Act 3 Pygmalion
November	Poem 6	Bicycle,
	Novella	Chapter 2 Metamorphosis
	Drama	Act 4 Pygmalion
December	Poem 7	Million Man March
	Short Story 4	Yzur
	Non Fiction 5	The Evolution of English
<b>SECOND TERMINAL EXAMINATION</b>		
January	Poem 8	Africa
	Short Story 5	Lt. Aaron Eats his Hat
	Drama	Act 5 Pygmalion
February	Poem 9	Night Rain
	Novella	Chapter 3 Metamorphosis
<b>ANNUAL EXAMINATION</b>		



7. In a screenplay, the term ----- is used to denote the pause between sentences or phrases of a character.
- |               |                |     |
|---------------|----------------|-----|
| a) Beat       | b) Parentheses |     |
| c) Off screen | d) Inter cut   | (1) |
8. "...this tall metallic insect,  
This horizontal angel  
of green." What is described in these lines?
- |                |                      |     |
|----------------|----------------------|-----|
| a) The Bicycle | b) The Champak trees |     |
| c) The swans   | d) The Peace Tower   | (1) |

**Complete the following sentences using suitable words or expressions. Each question carries 1 mark.**

9. In the poem Million Man March, the poet asks her race to invite ----- into their kitchen. (1)
10. 'Alone I reel with pain  
Forgetting even to weep  
And freeze into stone'  
These lines are an example of ----- . (1)
11. A ----- is a literary device which uses a part of something to refer to the whole. (1)

**Match the following. Each question carries 1 mark.**

- |                            |             |     |
|----------------------------|-------------|-----|
| 12. Doves on the Wing      | Chinese     | (1) |
| 13. Lt. Aaron Eats his Hat | Argentinean | (1) |
| 14. My Old Home            | Indian      | (1) |
| 15. Yzur                   | Egyptian    | (1) |

**(Qn 16-17) Read the following lines from Africa and answer the questions that follow.**

"That tree over there  
Splendidly alone amidst white and faded flowers..."

16. Which tree is mentioned by the poet? (1)
17. How does the poet portray the condition of his land in the poem? (2)

**(Qn 18-20) Answer each of the following questions briefly in three or four sentences.**

18. "Children accept and abide by these roles for two major reasons." What are the roles mentioned here and the reasons that prompt children to take these roles?(2)
19. "The words Annan spoke to me on that day made a very deep impression on me."  
Narrate in your own words the advice given by Annan. (2)
20. Explain how you will use 'Voice Over' while writing a screenplay. (2)

**(Qn. 21-23) Answer each question in not more than eight sentences.**

21. "All I ask is my rights as a father; and you're the last man alive to expect me to let her go

for nothing;" Sketch the character of Alfred Doolittle in Pygmalion on the basis of the dialogue stated above. (4)

22. Yzur is a story that is marked by a tone of superiority and a shadow of colonialism. Elucidate. (4)

23. The modern poet, unlike the Romantic poets, is disturbed and devastated by the beauty in nature. Illustrate the statement with reference to The Wild Swans at Coole. (4)

**Qn.24- 27) Answer each question in a paragraph not exceeding a page.**

24. The short story Doves on the Wing is concerned with the plight of a society that is constantly robbed by both big and small scale thieves. Explain in a paragraph. (5)

25. The primary concern of a travelogue writer is the depiction of the social and cultural life of a place. How does Mark Twain satisfy this aspect in his description of Azores? (5)

26. Write a paragraph on the depiction of childhood memories in the short story My Old Home. (5)

27. Explain in a paragraph how the introduction of English influenced life in India. (5)

**(Qn. 28-30) Answer each question in not less than 300 words.**

28. (a) In his poem No More Hiroshimas, James Kirkup "reveals to the world the commercialized post war faces of Japan." Attempt an essay on the depiction of the war devastated Japan in the poem in the light of the above statement.

*(Hints: theme- description of the railway station, city centre, war museum, monument for children, Park of Peace etc.- depiction of devastation-tone- diction poetic devices)* (8)

**OR**

b) Maya Angelou's poetry is marked by a strong aversion to discriminations of all kind. Substantiate this statement with reference to The Million Man March.

*(Hints: summary- reference to discriminations- plight of the people in the past and present-tone of rebellion - expression of hope etc.)* (8)

29. (a) The theme of Pygmalion is not transforming a flower girl into a lady, but into a human being. Justify.

*(Hints: theme- Eliza's speech habits at the beginning- her manners- her response to the harsh treatment by Higgins- training given by Higgins- changes in her speech attitude and manners- her emotional superiority over Higgins etc.)* (8)

**OR**

(b) Bernard Shaw cleverly manipulates the story of an unfortunate flower girl to ridicule the vices and follies of the Victorian society. Elaborate.

*(Hints: summary- portrayal of the Victorian society- social pretensions - snobbery- superior attitude of the upper class-characters belonging to different social circles etc.)* (8)

30. (a) Write an essay considering Kafka's novella *The Metamorphosis* as man's struggle for survival in a materialistic and hostile world.  
*(Hints: the social and economic setting of the Samsa family-Gregor's metamorphoses - attitude of the family and society- his struggles to survive-the final tragedy)* (8)

**OR**

- (b) Attempt a review of the novella *The Metamorphosis* by Franz Kafka.  
*(Hints:Theme- tone- message- images and symbols- ideas of existentialism and isolation - language- style)* (8)



### Answer Key/Value points

Qn. No.	Answer Key/Value points	Score	Total
1	b	1	1
2	a	1	1
3	c	1	1
4	d	1	1
5	b	1	1
6	b	1	1
7	a	1	1
8	a	1	1
9	gentleness	1	1
10	hyperbole	1	1
11	synecdoche	1	1
12	Egyptian	1	1
13	Indian	1	1
14	Chinese	1	1
15	Argentinean	1	1
16	Freedom	1	1
17	His people enslaved Overworked Humiliated Whipped and scarred	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
18	Gender roles Scolded or punished, ashamed of being different	1 1	2
19	Importance of education in raising social status Work hard and gain social acceptance	1 1	2
20	Used for dialogue delivering when the action is continuing without the character on the screen	2	2
21	Mentioning character traits such as Selfish, eager to make money, no self esteem, not a loving father, vulgar etc. A few sentences explaining the traits Proper organisation of ideas.	2 1 1	4
22	A few sentences on the theme of the story Attitude of the narrator to Yzur, the utterance of the word 'master' having colonial undertones Cohesion of ideas	1 2 1	4
23	Delight at the sight of swans turning into grief	1	

### Answer Key/Value points

Qn.	Answer Key/Value points	Score	Total
	Reflections upon his aging self Proper expression of ideas	2 1	4
24	Summary of the story Description of the social circumstances Organizing the ideas properly	2 2 1	5
25	Description of social aspects Description of cultural aspects Use of proper language	2 2 1	5
26	Summary of the story Description of the bond of friendship Organizing the ideas properly	2 2 1	5
27	Administrative influence Educational influence English as a unifying language As a library language Proper sequencing of ideas	1 1 1 1 1	5
28(a)	theme of the poem description of the war affected country analysis of symbols and other poetic devices cohesion of ideas and proper language	2 3 2 1	8
28(b)	Theme Portrayal of discrimination Language and style	3 3 2	8
29(a)	Summary Analysis of the actions of the characters and the changes that occur in the protagonists Proper organization of ideas	3 3 2	8
29(b)	Summary Pointing out instances of social criticism Language and style	3 3 2	8
30(a)	Summary Exploring elements of alienation and the struggle for survival Cohesion of ideas	3 3 2	8
30(b)	Summary Analysis of the novel Proper sequencing and style of language	3 3 2	8

## WEIGHT TO CONTENT & LEARNING OUTCOMES

Sl. No.	Content/ Unit	LO. No.	Score	% Score
1.	Poetry	P 1.1-1.3- 1.6- 2.2- 3.1- 3.4- 3.5- 3.6- 4.4- 5.1- 6.4- 7.2- 7.3- 7.4- 8.1- 8.2- 9.8	24	30
2.	Short Story	S1.2- 1.2-1.3-2.1-3.1-3.2- 3.3-3.4- 4.3-5.5	20	25
3.	Non - Fiction	N1.1-1.7- 2.5- 3.3-4.1-5.3	16	20
4	Drama	D1-2-4-7-8-9	12	15
5.	Novella	F1-2-3-7-9-12-13-151-2-3- 7-9-12-13-15	8	10
	<b>Total</b>		<b>80</b>	<b>100</b>

## WEIGHT TO TYPE OF QUESTIONS

No.	Type of Questions	No. of Questions	Score	Percentage
1	Objective	12	16(1x16)	20
2	Short Type	12	8(2x4) 12(4x3) 20(5x4)	50
3.	Essay	3	24(8x3)	30
	<b>Total</b>	<b>27</b>	<b>80</b>	<b>100%</b>

## WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	Conceptual attainment	48	60
2	Conceptual generation	32	40
	Total	80	100%

## BLUE PRINT

Unit	Thinking skills/Content	Conceptual Attainment			Conceptual Generation			Total
		OB	SA	Essay	OB	SA	Essay	
1	Poetry	1(10)	2(1) 4(1)				©8(1)	24(13)
2	Short story	1(4)	2(1) 5(2)			4(1)		20(8)
3	Non-Fiction	1(2)	2(2) 5(2)					16(6)
4	Drama					4(1)	©8(1)	12(2)
5	Novella						©8(1)	8(1)
	<b>TOTAL</b>	<b>16(16)</b>	<b>32(9)</b>			<b>8(2)</b>	<b>24(3)</b>	<b>80(30)</b>

NB:- Number inside brackets denotes no. of questions.

© denotes choice of questions.

## QUESTION-BASED ANALYSIS

Qn No	Content/Unit	L.O No.	TSCA/TSCG	Specific Thinking Skills No.	Form Of question	Score	Time (in minutes)
1.	Poetry	P1.1	TSCA	1.1	Objective	1	2
2.	Poetry	P1.6	TSCA	1.2	Objective	1	2
3.	Poetry	P2.2	TSCA	1.2	Objective	1	2
4	Non-fiction	N 4.1	TSCA	2.5	Objective	1	2
5	Poetry	P5.1	TSCA	1.2	Objective	1	2
6	Poetry	P4.4	TSCA	1.2	Objective	1	2
7	Non-fiction	N1.1	TSCA	1.1	Objective	1	2
8	Poetry	P6.4	TSCA	2.1	Objective	1	2
9	Poetry	P7.3	TSCA	1.2	Objective	1	2
10	Poetry	P9.8	TSCA	1.1	Objective	1	2
11	Poetry	P1.6	TSCA	1.2	Objective	1	2
12	Short Story	S1.2	TSCA	2.3	Objective	1	2
13	Short Story	S5.5	TSCA	2.3	Objective	1	2
14	Short Story	S3.1	TSCA	2.3	Objective	1	2
15	Short Story	S4.3	TSCA	2.3	Objective	1	2
16	Poetry	P8.2	TSCA	2.1	Objective	1	2
17	Poetry	P8.1	TSCA	2.7	SA	2	4
18	Non-fiction	N3.3	TSCA	1.2	SA	2	4
19	Short Story	S2.1	TSCA	2.4	SA	2	4
20	Non-fiction	N1.7	TSCA	2.7	SA	2	4
21	Drama	D.2	TSGA	6.1	SA	4	6
22	Short Story	S4.1, 4	TSGA	5.2	SA	4	7
23	Poetry	P1.,1.3	TSCA	2.7	SA	4	7
24	Short Story	S1.1,2,3	TSCA	2.4	SA	5	10
25	Non-fiction	N2.5	TSCA	2.1	SA	5	10
26	Short Story	S3.2,4	TSCA	2.4	SA	5	10
27	Non-fiction	N5.3	TSCA	2.4	SA	5	10
28a)	Poetry	P3.1,4,5,6	TSGA	5.2	Essay	8	14
b)	Poetry	P7.2,3,4	TSGA	5.2	Essay©	8	
29a)	Drama	D.1,4,8	TSGA	5.1,5.2	Essay	8	14
b)	Drama	D.1,4,7,9	TSGA	5.1,5.2	Essay©	8	
30a)	Novella	F.7,9,12,13,15	TSGA	5.2	Essay	8	14
b)	Novella	F.1,2,3,15	TSGA	5.2	Essay©	8	
Total						80	150

**Reg. No:**

**Higher Secondary Education**  
**ENGLISH LITERATURE**  
**Sample Question Paper -II**

**Maximum : 80 Scores**

**Time: 2½ hrs**

**General instructions to candidates:**

- There is a 'cool off time' of 15 minutes in addition to the writing time of 2 ½ hours
- You are not allowed to write your answers or to discuss anything with others during the 'cool off time'.
- Read questions carefully before answering.
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.

**Answer the following questions (1 to 12) in a word, phrase or sentence. Each question carries one mark. All questions are compulsory.**

1. "Under the October twilight, the water  
Mirrors a still sky"  
The figure of speech used in these lines is \_\_\_\_\_
2. The unknown citizen referred in W H Auden's poem worked in \_\_\_\_\_ company.
3. 'Shallow permanence, peeling concrete, litter'  
The underlined words are an example of the figure of speech named \_\_\_\_\_
4. "...three trees on the low sky,  
And an old white horse galloped away in the meadow."  
'three trees' mentioned in these lines suggest \_\_\_\_\_
5. How did the flowering of Champak trees affect the poet's mother?
6. What does poet describe as 'godhead invoked in a machine'?
7. Repetition of a line or a part of a line in a poem is called \_\_\_\_\_
8. Who does the poet address in the poem titled 'Africa'?
9. Why did the thieves in the story 'Doves on the Wing' remark that the passengers had already been robbed?
10. Why did the narrator of the story 'My Old Home' want to say good bye to his old home?
11. What were the words Yzur murmured as he was dying?
12. Who was made the captain of Dilshan kabaddi team?

**Write answers to the following questions (13-14) briefly in three or four sentences. Each question carries two marks.**

13. According to V Geetha how do female professionals view their success?
14. What is the role played by Annan in the life of the narrator in the story, 'We too are Human Beings'?

**Answer questions (15 to 19) in a paragraph of not more than eight sentences. Each question carries four marks.**

15. How does poem, 'Bicycle' express the anxieties, dangers and insecurities of the age of machine?
16. Consider the poem, 'The Unknown Citizen' as a satire on modern welfare state, where a human being is reduced to a numerical factor.
17. Anecdotes make a travelogue interesting to readers. How does Mark Twain use anecdotes in his In Memory of Azores?
18. Attempt a character sketch of Mrs. Pearce in the play Pygmalion.
19. What are the reasons Grete put forth for avoiding Gregor?

**Answer any four questions (20-24). Each answer should not exceed a page. Each question carries five marks.**

20. Theft is a theme handled by many authors. How does Salwa Bakr treat this theme in a unique manner in her story Doves on the Wing?
21. How does the author use humour to enliven the story Lt. Aaron Eats His Hat?
22. What is the role of Norman Conquest in the development of English Language?
23. Write a paragraph on the theme of the essay 'Are the Rich Happy' by Stephen Butler Leacock.

**Answer the following questions in not less than 300 words. To the questions 25 to 26, write from the internal choices. Both questions carry eight marks.**

24. (a) 'The Wild Swans at Coole' portrays the regret and sentiments of a man on the verge of old age. Substantiate. .  
(Hints: poet's sadness - beauty of nature around him - reminding loss - heart's sore - final realization)

**OR**

- (b) Sugathakumari's poetry makes an odyssey into the very essence of womanhood. Write a review of the poem, Night Rain in the light of the above statement.  
(Hints: description of rain - rain as a mad woman-painful existence in the hospital- rejected lover-different phases in the life of a woman)
- 25 (a) Can Pygmalion be called 'a romance in five acts'? How does the play conform (or not) to the traditional form of a romance?  
(Hints: define the term romance - Shaw's concept of romance - anti-romantic aspect of the play - Higgins a bachelor - devoid of good manners - play on middle class morality - absence of love between Higgins and Eliza)

**OR**

- (b) Eliza Doolittle says that she wants to be independent. Does she achieve independence by the end of the play?

*(Hints: Eliza's appearance at the opening of the play - doglike imitation of middle class manners and pronunciation - performance at the Ambassadors garden party - real transformation and her revolt - independence from Higgins and Pickering)*

- 26(a) How does the theme of absurdity of human relations reflect in the novella?

*(Hints- irrational and really absurd incidents - human being into vermin within an overnight - acceptance of the vermin without even a tinge of suspicion - absurdity in human relations- no sincerity - not in terms of love, care, protection, sympathy - care in terms of money and service rendered to - sympathy and love have no permanence - changed at any time and situation)*

**OR**

- 27(b) What are the problems the Samsas faced when Gregor was transformed to a vermin.

*(Hints: Financial security-psychological - fear to be alone with Gregor - Social acceptance-humiliation - Grete's future life)*



### Answer Key/Value points

Qn. No.	Answer Key/Value points	Score	Total
1	metaphor	1	1
2	Fudge Motor Inc.	1	1
3	Oxymoron	1	1
4	Three crosses at Calvary	1	1
5	It brings first migrane of the season	1	1
6	Bicycle	1	1
7	Refrain	1	1
8	Africa	1	1
9	The govt. impoverished them	1	1
10	He wants to stay near his work place	1	1
11	Water, master, master, my master	1	1
12	Ashwin	1	1
13	They feel that they usurped the place of men start doing the role of men	1 1	2
14	He convinced her that they belonged to lower caste They can earn respect of others only through education.	1 1	2
15	Every machine becomes obsolete What happens to a bicycle New ways of life attracts but loses its charm Plight of man similar as he is getting old	1 1 1 1	4
16	Unknown citizen no identity State ensures different roles Amenities of life and physical welfare Does not care for happiness	1 1 1 1	4
17	Local legends associated with the cathedral Ever burning light in the church Ensures variety in narration Much scope for humour	1 1 1 1	4
18	Sensible and intelligent She cares Higgins though he is bullying Takes charge of Eliza Doolittle She is a convincing character	1 1 1 1	4
19	Her hope for a transformation from vermin to human is lost Mother's fear Financial concern, they have to find a source Gregor a challenge against her future life	1 1 1 1	4
20	Wit and humour Scope for variety in characterization	1 2	5

<b>Qn. No.</b>	<b>Answer Key/Value points</b>	<b>Score</b>	<b>Total Qns</b>
	Social criticism	2	
21	Humour predominating factor Reason behind the conflict between two villages Lt. Aaron's character and deeds Curiosity of the children and ending of the story	1 2 1 1	5
22	Introduction of French language French loan words Three languages in different social strata Connection to the continental languages and culture	2 1 1 2	5
23	Rich people are not satisfied Money can not bring happiness Happiness is only a pretension Happiness is our attitude to life Poor people lead a better life	1 1 1 1	
24(a)	Poet's sadness in life Beauty of nature around him Reminds his loss and heart's sore Final realization	2 2 2 2	8
24(b)	Characteristic features of her poetry Description of rain Rain as a mad woman Existence in the hospital Rejected lover Different phrases in the life of a woman	2 1 1 1 1 2	8
25(a)	Define the term romance Shaw's concept of romance and anti hero Higgins-bachelor, devoid of good manners Absence of love between Higgins and Eliza A play on social morality	2 1 2 2 1	
25(b)	Eliza's appearance at the opening scene Quick learner Good manners from Pickering Eliza's realization and revolt Final independence	2 1 1 2 2	8
26(a)	Irrational and absurd literature Human being into vermin all of a sudden Gregor accepts it without complain Absurdity in human relations No place for sympathy all money minded	2 2 1 1 2	
26(b)	Finacial security Psychological Fear to be alone with Gregor Social acceptance Humiliation Grete's future life	2 2 1 1 2	

## WEIGHT TO CONTENT & LEARNING OUTCOMES

Sl. No.	Content/ Unit	LO. No.	Score	% Score
1.	Poetry	P 1.1-1.3- 1.6- 2.2- 3.1- 3.4- 3.5- 3.6- 4.4- 5.1- 6.4- 7.2- 7.3- 7.4- 8.1- 8.2- 9.8	24	30
2.	Short Story	S1.2- 1.2-1.3-2.1-3.1-3.2- 3.3-3.4- 4.3-5.5	16	20
3.	Non - Fiction	N1.1-1.7- 2.5- 3.3-4.1-5.3	16	20
4	Drama	D1-2-4-7-8-9	12	15
5.	Novella	F1-2-3-7-9-12-13-151-2-3- 7-9-12-13-15	12	15
	<b>Total</b>		<b>80</b>	<b>100</b>

## WEIGHT TO TYPE OF QUESTIONS

No.	Type of Questions	No. of Questions	Score	Percentage
1	Objective	12	12(1x12)	15
2	Short Type	12	8(2x4) 16(4x4) 20(5x4)	55
3.	Essay	3	24(8x3)	30
	<b>Total</b>	<b>27</b>	<b>80</b>	<b>100%</b>

## WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	Conceptual attainment	48	60
2	Conceptual generation	32	40
	Total	80	100%

## BLUE PRINT

Unit	Thinking skills/Content	Conceptual Attainment			Conceptual Generation			Total
		OB	SA	Essay	OB	SA	Essay	
1	Poetry	1(8)	4(2)				©8(1)	24(11)
2.	Short story	1(4)	2(1) 5(2)					16(7)
3	Non-fiction		2(1) 4(1) 5(2)					16(4)
4	Drama					4(1)	©8(1)	12(2)
5	Novella					4(1)	©8(1)	12(2)
	<b>Total</b>	<b>12(12)</b>	<b>36(11)</b>			<b>8(2)</b>	<b>24(3)</b>	<b>80(26)</b>

NB:- Number inside brackets denotes no. of questions.

© denotes choice of questions.

## QUESTION-BASED ANALYSIS

Qn. No	Content/ unit	LO No	TSCA /TSCG	Specific Thinking Skills (No.)	Form of question	Score	Time (in minutes)
1	Poetry	P- 1.8	TSCA	2.3	objective	1	2
2	Poetry	p-2.2	TSCA	1.2	objective	1	2
3	Poetry	P-3.2	TSCA	2.1	objective	1	2
4	Poetry	P- 4.5	TSCA	2.2	objective	1	2
5	Poetry	P- 5.5	TSCA	2.7	objective	2	2
6	Poetry	P-6.3	TSCA	1.1	objective	2	2
7	Poetry	P-7.3	TSCA	2.1	objective	1	2
8	Poetry	P-8.1	TSCA	1.1	objective	1	2
9	Short story	S-1.3	TSCA	1.2	objective	1	2
10	Short story	S-3.4	TSCA	1.2	objective	1	2
11	Short story	S- 4.1	TSCA	1.2, 2.2	objective	1	2
12	Short story	S- 5.3	TSCA	1.2	objective	1	2
13	Non-fiction	N-3.3	TSCA	1.2, 2.1	SA	2	4.5
14	Short story	S-2.1	TSCA	1.2	SA	2	4.5
15	Poetry	P- 6.3,4	TSCA	2.7	SA	4	7
16	Poetry	P-2.2,5	TSCA	2.4	SA	4	7
17	Non-fiction	N- 2.4,6	TSCA	2.3	SA	4	7
18	Drama	D-1.2	TSCG	5.2	SA	4	7
19	Novella	F-7	TSCG	5.5	SA	4	7
20	Short story	S-1.1,2,3	TSCA	1.2	SA	5	10
21	Short story	S-5.3,5	TSCA	2.2	SA	5	10
22	Short story	S-2.3	TSCA	2.2	SA	5	10
23	Non-fiction	N-5.2	TSCA	4.3	SA	5	10
24	Non-fiction	N-4.1	TSCA	4.3	SA	5	10
25 a	Poetry	P-1.1,2,3,5	TSCG	5.3	ESSAY	8	14
25 b	Poetry	P-9.1,2,5,9	TSCG	5.7	ESSAY	8©	14
26 a	Drama	D-1.1,3,7	TSCG	5.7	Essay	8	14
b	Drama	D.1.4,8,14,	TSCG	5.2	Essay	8©	14
28 a	Novella	F	TSCG	5.2	Essay	8	14
b	Novella	F	TSCG	5.2	Essay	8©	14
<b>Total</b>						<b>80</b>	<b>150</b>