



# COMMON PRE-BOARD EXAMINATION

## ENGLISH CORE

Code No.301

CLASS XII-(2025-26)

### MARKING SCHEME (SET 3)



General Instructions: -

1. The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression, and if the expression is correct, then due marks should be awarded accordingly.
2. If a student has attempted an extra question, the answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question”.
3. If more than one option is mentioned in the answer to multiple-choice questions, then no marks are to be awarded.

Q. No.	Questions	Marks
	<b>SECTION A</b> <b>READING SKILLS (20 Marks)</b>	
<b>1</b>	<b>Answer the following questions, based on the passage.</b>	<b>12</b>
I	Students were in a state of discomfort because education was limited to academics and good grades, with no scope for creativity, uniqueness, or practical exposure.	1
II	Industrial visits enhance practical learning by giving students real insight into how industries function. For example, visiting a manufacturing firm helps them understand actual work processes better than textbooks can.	1
III	it focuses only on intellectual growth, while personality development, teamwork, character-building, and practical skills require co-curricular and real-world experiences.	1
IV	B. developing teamwork and coordination	1
V	B. narrate real-life experiences of experts	1
VI	D. they guarantee top marks in academics.	1
VII	The football team example shows that co-curricular activities teach practical skills like teamwork and coordination, which cannot be taught in class. Students learn discipline, leadership, and collaboration by participating in such group activities.	2
VIII	The statement suggests that while classroom teaching gives theoretical knowledge, co-curricular activities give practical exposure to apply this learning. Together, they ensure holistic growth and prepare students for real-life challenges.	2
IX	B. the need for practical exposure and co-curricular activities for overall development	1
X	Life beyond academics creates empowered professionals by providing practical exposure, interpersonal skills, communication techniques, and soft skills. For instance, seminars, industrial visits, and guest lectures prepare students to face real-world situations with confidence and creativity.	1
<b>2</b>	<b>Answer the following questions, based on the given passage.</b>	<b>10</b>
I	1994 (Reference: Paragraph 1 — “...it was only in 1994 that plastic soft drink bottles became a visible source of annoyance.”)	1

II	B) rapid urbanisation and spread of retail chains (Reference: Paragraph 3 — “The massive generation of plastic waste in India is due to rapid urbanisation, the spread of retail chains...”)	1
III	B) India is among the few countries initiating total or partial national-level bans. (Reference: Paragraph 4 — “...India stands among a few other countries...that have initiated total or partial national-level bans on plastics...”)	1
IV	B) massive generation of plastic waste from multiple sources (Reference: Paragraph 3 — “...plastic packaging from grocery to food and vegetable products, to consumer items and cosmetics.”)	1
V	B) The environmental threat posed by plastic pollution. (Reference: Paragraph 6 — “...to combat the plastic jeopardy in a more sustainable and holistic way.”)	1
VI	On World Environment Day in 2018, India vowed to phase out single-use plastics by 2022, giving a strong impetus to the national effort against plastic pollution. (Reference: Paragraph 4)	2
VII	D) Health hazards caused by plastics (The passage discusses causes, bans, methods, and national plans — but does not mention health effects.)	1
VIII	Robust National Action Plans can help by creating clear policies, accountability, and transparency in managing plastic waste. They would promote sustainable systems and ensure inclusive participation from all sectors to effectively reduce plastic pollution. (Reference: Paragraph 6 — “...the country will establish greater transparency to combat the plastic jeopardy in a more sustainable and holistic way.”)	2
<b>SECTION B</b> <b>CREATIVE WRITING SKILLS (18 Marks)</b>		
3	<ul style="list-style-type: none"> <li>• Format :1</li> </ul> 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 are included. Partial credit (½ mark) if one or two aspects are missing. No credit if more than two aspects are missing. <ul style="list-style-type: none"> <li>• Content: 2</li> <li>• Accuracy of Spelling and Grammar: 1</li> </ul>	10
4	Format – 1 Content -2 Accuracy of spelling and grammar -1 A - (Letter type formal/third person) B - (Letter type formal, first/ third person)	4
5	<b>A. Letter to the Editor</b> <ul style="list-style-type: none"> <li>• Format: 1 (Note -use of ‘Yours truly’ at close)</li> <li>• Organisation of Ideas: 1</li> <li>• Content: 2 As per cues + ideas</li> <li>• Accuracy of Spelling and Grammar :1</li> </ul> <b>B. Job Application</b> <ul style="list-style-type: none"> <li>• Format: 1</li> <li>• Organisation of Ideas: 1</li> <li>• Content: 2 → Covering Letter               <ul style="list-style-type: none"> <li>➤ Reference to the advertisement</li> <li>➤ Conveying suitability for the position (as advertised)</li> </ul> </li> </ul>	5

	<ul style="list-style-type: none"> <li>➤ Submission of application</li> <li>→ Bio data as separate enclosure</li> <li>➤ Profile of self</li> <li>➤ Educational Qualifications (include advertised requirements)</li> <li>➤ Work experience/s (if relevant)</li> <li>➤ References</li> <li>➤ Any other relevant information</li> </ul> <ul style="list-style-type: none"> <li>• Accuracy of Spelling and Grammar :1</li> </ul>	
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6	Format: 1 Organisation of Ideas: 1 Content: 2 Accuracy of Spelling and Grammar :1	
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	<p>Article Writing</p> <p>Format</p> <ul style="list-style-type: none"> <li>• Title &amp; By line</li> </ul> <p>Organisation &amp; Content</p> <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>The article should be crafted in this manner:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top;">Name/ designation of the writer ( Use fictitious information if Q does not display)</td> <td style="width: 20%; border: 1px solid black; padding: 5px; text-align: center;">Title</td> <td style="width: 50%; vertical-align: top;">Illustrate thematic connect, eye-catching</td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Byline</td> <td></td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Introductory para.</td> <td style="vertical-align: top;">relevant topic sentence + expansion</td> </tr> <tr> <td style="vertical-align: top;">Discussion of various aspects of the topic-- causes, effects etc. presented strongly with evidence</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Development of topic ( 1or 2 paras.)</td> <td></td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Concluding para.</td> <td style="vertical-align: top;">Writer's opinion/ comments + recommendations or solutions+ hope/ call for action/ warning</td> </tr> </table> <p style="font-size: small; text-align: center;">Note: An article is not boxed. A box has been used here, as a tool for clear illustration.</p> </div>	Name/ designation of the writer ( Use fictitious information if Q does not display)	Title	Illustrate thematic connect, eye-catching		Byline			Introductory para.	relevant topic sentence + expansion	Discussion of various aspects of the topic-- causes, effects etc. presented strongly with evidence	Development of topic ( 1or 2 paras.)			Concluding para.	Writer's opinion/ comments + recommendations or solutions+ hope/ call for action/ warning	
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	<p>Report Writing</p> <p>Format</p> <ul style="list-style-type: none"> <li>• Headline &amp; By line</li> <li>• Reporting place and date</li> </ul> <p>Paragraphing organisation (Introductory paragraph + one or two Body paragraphs, including event details + Concluding paragraph inclusive of witness accounts)</p> <p>Organisation &amp; Content:</p> <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>The report should answer these questions</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center; vertical-align: top;"> <b>WHO?</b> name of event, sponsor/ organiser special guests, if any         </td> <td style="width: 25%; text-align: center; vertical-align: top;"> <b>WHERE &amp; WHEN?</b> date, time, place - town/ city + venue         </td> <td style="width: 25%; text-align: center; vertical-align: top;"> <b>WHAT &amp; HOW?</b> events/ programme details         </td> <td style="width: 25%; text-align: center; vertical-align: top;"> <b>WHAT DID THOSE PRESENT THINK?</b> observations/ comments         </td> </tr> </table> </div>	<b>WHO?</b> name of event, sponsor/ organiser special guests, if any	<b>WHERE &amp; WHEN?</b> date, time, place - town/ city + venue	<b>WHAT &amp; HOW?</b> events/ programme details	<b>WHAT DID THOSE PRESENT THINK?</b> observations/ comments	
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**SECTION C**  
**LITERATURE (40 marks)**

7	<b>Read the following extracts and solve ANY ONE of the given two, (A) or (B).</b>	<b>6</b>
A		
I	True Explanation: Beautiful experiences and pleasant memories keep us attached to life despite hardships.	1
II	(A) for all earthly nuances, a thing of beauty is the cure	1

	Explanation: Keats believes that beauty in nature and art helps humans overcome sorrow and despair.	
III	To highlight that beauty gives us strength and hope even when life is full of sorrow and despair.	1
IV	‘wreathing a flowery band binds us to the earth with love and hope.’ Explanation: It symbolizes the everlasting bond of joy and beauty that connects us to life.	1
V	(A) unhealthy and o’er-darkened ways Explanation: These symbolize the struggles, evils, and challenges that make human life sorrowful.	1
VI	Personification: Because days are given human emotion (gloomy). Transferred epithet: Because the adjective gloomy is shifted from a human subject (someone feeling sad) to the noun days. Note: It’s personification in effect, and it’s a transferred epithet in form. Both perspectives are valid.	1
	<b>OR</b>	
B		
I	(A) She saw her enfeebled mother. Explanation: The sight of her aging, pale, and frail mother reminded the poet of her mortality and evoked deep pain.	1
II	It indicates a spontaneous flow of thought and emotion, showing how the poet’s realization comes naturally and abruptly as part of her stream of consciousness.	1
III	(A) she wanted to distract herself Explanation: She shifted her gaze to avoid dwelling on the distressing thought of her mother’s frailty.	1
IV	The poet tried to divert her mind from the painful realization of her mother’s approaching old age and possible death.	1
V	The ‘young trees’ symbolize life, energy, and renewal — a stark contrast to the poet’s aging mother, who represents stillness and decay.	1
VI	Personification Explanation: The trees are given the human quality of sprinting, symbolizing vitality and the contrast between life and aging.	1
<b>8</b>	<b>Read the following extracts and solve ANY ONE of the given two, (A) or (B).</b>	<b>4</b>
A		
I	(A) microscopic grasses of the sea.	1
II	it has a simple ecosystem and very little biodiversity, allowing scientists to observe how small environmental changes can cause major ecological impacts.	1
III	Human beings are awestruck and humbled by its vast, pristine, and unspoiled landscape. The experience makes them realise the fragility of Earth and the urgent need to preserve the environment.	
IV	A further depletion of the ozone layer will affect the activities of the phytoplankton.	1
	<b>OR</b>	
B		
I	(D) he refused to comply with what the dewan wanted.	1
II	The reason for the dewan and his aged wife to drag the tiger to the car was to help the Maharaja find his hundredth tiger and thus protect him from the astrologer’s prophecy of death.	1
III	The phrase means that the tiger appeared to stand meekly before the Maharaja as if begging or surrendering, showing complete submission and obedience.	1
IV	The dewan serves as the Maharaja’s loyal but fearful courtier, often obeying his irrational orders to please him. In this instance, he arranges a tiger to be brought from the People’s Park in Madras to ensure the Maharaja completes his hunt successfully.	1
<b>9</b>	<b>Read the following extracts and solve ANY ONE of the given two, (A) or (B).</b>	<b>6</b>

A		
I	(C) He had not learned participles.	1
II	Franz was nervous, frightened, and filled with regret for not learning his lesson. He wished he had studied better and felt deeply guilty and ashamed.	1
III	Procrastination	1
IV	M. Hamel saw Franz's embarrassment and guilt for not preparing his lesson, so he chose not to scold him further, realizing the boy already felt remorseful.	1
V	(D) He was unhappy with their lackadaisical attitude.	1
VI	He said this to express his disappointment that the people of Alsace neglected their language and culture, showing false pride in being French while failing to preserve their linguistic identity.	1
	<b>OR</b>	
I	(A) hope	1
II	Saheb says that sometimes they find coins or even a ten-rupee note in heaps of garbage. This gives them hope and excitement, motivating them to keep scrounging in search of small treasures.	1
III	Saheb admires the game and dreams of playing it himself one day. However, he can only watch from behind the fence, as the world of privilege and leisure is beyond his reach.	1
IV	For children like Saheb, garbage represents a world of surprises and hidden treasures — a source of joy and curiosity rather than disgust. They look at it with hope and fascination.	1
V	they no longer needed them; they were cast-offs, and he wore them gratefully even though they didn't match his clothes or his circumstances.	1
VI	(A) empathy	1
<b>10</b>	<b>Answer ANY FIVE of the following six questions in 40 50 words each: 1 -Content 1- Expression ½ -1 deducted from overall, for Accuracy</b>	<b>5x2=10</b>
I	Douglas's fear of water originated from two traumatic childhood experiences — being knocked down by waves at the beach and nearly drowning in the YMCA pool. These incidents instilled deep terror in him, shaping his lifelong aversion to water. Even as an adult, this fear dominated his actions, making him determined later to overcome it through persistent training and self-discipline.	2
II	Gandhiji's visit to Motihari became a turning point as it revealed the awakening of the Indian peasants and their faith in him as a leader. Thousands of peasants gathered spontaneously to support him, defying British orders. Their courage and unity reflected the rising spirit of nationalism and the realization that they could resist injustice through collective action under Gandhiji's leadership.	2
III	Primitive cultures believed that being photographed would rob them of a part of their soul, symbolizing how interviews and media intrusion can violate personal boundaries. This belief highlights the exploitative nature of interviews, where the interviewer often invades the subject's privacy, reducing their individuality to mere spectacle for public consumption.	2
IV	The peddler's refusal to accept the ironmaster's invitation stemmed from his insecurity and guilt. Dressed in rags and conscious of his deceitful lifestyle, he feared exposure and punishment if he visited the wealthy man's home. His hesitation reflected his low self-esteem, mistrust of others, and belief that society judged him only by his poverty and misdeeds.	2
V	Kothamangalam Subbu was regarded as the No. 2 at Gemini Studios because of his unmatched creativity, loyalty, and ability to deliver whatever the boss demanded. A poet, actor, and writer, Subbu's versatility and cheerful disposition made him indispensable to the studio. His position revealed his adaptability, resourcefulness, and the importance of loyalty in the film industry's hierarchical structure.	2
VI	The "massive weight of Uncle's wedding band" symbolizes Aunt Jennifer's oppression in marriage and the patriarchal control that restricts her freedom. The ring represents the	2

	emotional and societal burden of a domineering relationship, under which her creativity and individuality are suppressed, leaving her fearful and powerless.	
<b>11</b>	<b>Answer ANY TWO of the following three questions in 40 50 words each.</b> <b>1 -Content    1- Expression                    ½ -1 deducted from overall, for Accuracy</b>	<b>2x2=4</b>
I	Dr. Sadao demonstrates that true doctors rise above nationality, religion, and politics. By risking his safety to treat an enemy soldier, he prioritizes humanity and professional ethics, showing that compassion and duty to save life can transcend personal and national prejudices in times of conflict.	2
II	The narrator shows sensitivity and maturity in understanding the cultural power imbalance faced by Native American children. Her experience of having her hair cut without consent highlights the systemic control and suppression of identity imposed by outsiders, deepening her awareness of injustice and loss of autonomy.	2
III	Derry’s question about having friends reflects his emotional struggles, insecurity, and fear of rejection due to his facial disfigurement. Mr. Lamb’s warm and encouraging response conveys optimism, acceptance, and the importance of self-confidence, teaching Derry to embrace life positively despite physical differences.	2
<b>12</b>	<b>Answer ANY ONE of the following two questions, in about 120-150 words.</b> <b>2-Content            1-Expression            1-Accuracy</b>	<b>1x5=5</b>
A	<p><b>Content (2 marks)</b></p> <ul style="list-style-type: none"> <li>➤ <b>1 mark:</b> Clearly identifies struggles of ordinary people in both texts.</li> <li>➤ Indigo: Peasants exploited by British planters; forced to grow indigo, loss of livelihood.</li> <li>➤ The Roadside Stand: Small farmers marginalized by urban markets; attempt to sell produce to survive.</li> <li>➤ <b>1 mark:</b> Highlights similarities in challenges faced by marginalized communities.</li> <li>➤ Poverty, exploitation, helplessness, inequality, lack of institutional support.</li> <li>➤ Desire for justice and recognition.</li> </ul> <p><b>Expression (1 mark)</b></p> <ul style="list-style-type: none"> <li>➤ Coherent flow of ideas, clear sentences.</li> <li>➤ Effective linking words (e.g., “similarly,” “both texts reveal”).</li> </ul> <p><b>Accuracy (1 mark)</b></p> <ul style="list-style-type: none"> <li>➤ Accurate representation of content from both texts.</li> <li>➤ Correct spelling, grammar, and punctuation.</li> </ul> <p>Additional Points (Optional)</p> <ul style="list-style-type: none"> <li>➤ Mention of emotional impact, e.g., readers’ empathy for struggles.</li> <li>➤ Illustrative examples: indigo forcing peasant hardship; farmers’ roadside struggles.</li> </ul> <p><b>Sample response:</b> Both Indigo by Louis Fischer and The Roadside Stand by Robert Frost depict the struggles of ordinary people striving for justice and survival, highlighting the hardships faced by marginalized communities. In Indigo, Indian peasants are exploited by British planters, forced to cultivate indigo instead of food crops, resulting in economic oppression and loss of autonomy. Similarly, in The Roadside Stand, small farmers attempt to sell their produce directly to urban consumers, but face neglect from authorities and indifference from society, reflecting their struggle to survive in a system that favors the powerful. Both texts reveal how poverty, exploitation, and lack of support make it difficult for ordinary people to assert their rights. Fischer and Frost show that marginalized</p>	

	communities often fight silently against injustice, emphasizing resilience, courage, and the universal quest for dignity and fairness in the face of systemic challenges.	
	<b>OR</b>	
<b>B</b>	<p><b>Content (2 marks)</b></p> <ul style="list-style-type: none"> <li>➤ <b>1 mark:</b> Explains the message of each poem.</li> <li>➤ A Thing of Beauty: Beauty in nature uplifts the human spirit; inspires hope despite life’s struggles.</li> <li>➤ Keeping Quiet: Reflection, inner peace, and pause from worldly chaos for self-awareness and harmony.</li> <li>➤ <b>1 mark:</b> Comparison of the poems’ shared themes.</li> <li>➤ Both encourage mindfulness, appreciation of life, and introspection.</li> <li>➤ Connection with the world, universal human values, and peace.</li> </ul> <p><b>Expression (1 mark)</b></p> <ul style="list-style-type: none"> <li>➤ Ideas are expressed in clear, structured, and coherent paragraphs.</li> <li>➤ Linking of both poems with transitional phrases.</li> </ul> <p><b>Accuracy (1 mark)</b></p> <ul style="list-style-type: none"> <li>➤ Correct references to poems, accurate interpretation.</li> <li>➤ Proper grammar, punctuation, and spelling.</li> </ul> <p><b>Additional Points (Optional)</b></p> <ul style="list-style-type: none"> <li>➤ Use of examples: “flowery bands” in Keats, “pause” in Neruda.</li> <li>➤ Personal insight on how poems inspire reflection and positivity.</li> </ul> <p><b>Sample response:</b> Both A Thing of Beauty by John Keats and Keeping Quiet by Pablo Neruda encourage readers to reflect on life, inner peace, and human connection, though in different ways. Keats celebrates the enduring beauty in nature, art, and human experience, suggesting that these “things of beauty” uplift the spirit and provide comfort during life’s trials. For example, he refers to “a flowery band” that binds us to the earth, showing how beauty gives hope and joy. Neruda, on the other hand, emphasizes stillness and introspection, urging people to pause, reflect, and cultivate inner peace. By asking readers to “keep quiet” for a moment, he highlights self-awareness and empathy, encouraging harmony with oneself and the environment. Both poets, therefore, underline the significance of mindfulness, appreciation of life, and connection with the world, inspiring readers to find serenity amidst chaos.</p>	
<b>13</b>	<p><b>Answer ANY ONE of the following two questions, in about 120-150 words.</b></p> <p><b>2-Content            1-Expression            1-Accuracy</b></p>	<b>1x5=5</b>
<b>A</b>	<p><b>Content (2 marks)</b></p> <ul style="list-style-type: none"> <li>➤ <b>1 mark:</b> Clearly identifies Charley’s discovery of the third level as a metaphor for escapism.</li> <li>➤ The Third Level represents a simpler, slower, and more secure life (1894).</li> <li>➤ <b>1 mark:</b> Explains Charley’s thoughts, feelings, and actions in relation to human desire for comfort.</li> <li>➤ Fascination and nostalgia for the past.</li> <li>➤ Desire to live in a world free from modern anxieties, traffic, and economic pressures.</li> <li>➤ Repeated visits and contemplation of relocation show yearning for stability.</li> </ul> <p><b>Expression (1 mark)</b></p> <ul style="list-style-type: none"> <li>➤ Coherent, structured, and well-connected paragraphs.</li> <li>➤ Uses linking words to connect ideas (e.g., “contrasts,” “illustrates,” “highlights”).</li> </ul> <p><b>Accuracy (1 mark)</b></p>	

	<ul style="list-style-type: none"> <li>➤ Correct references to the text.</li> <li>➤ Accurate interpretation of Charley’s emotions and actions.</li> <li>➤ Proper grammar, punctuation, and spelling.</li> </ul> <p><b>Additional Points (Optional)</b></p> <ul style="list-style-type: none"> <li>➤ Emphasizes universal human longing for security and comfort.</li> <li>➤ Highlights Finney’s contrast between fast-paced modern life and the peaceful past.</li> </ul> <p><b>Sample response:</b> In ‘The Third Level’, Jack Finney uses Charley’s discovery of the hidden third level at Grand Central Station to explore the human desire for escapism and longing for a simpler, more comforting life. Charley, overwhelmed by the anxieties of the modern world, finds the third level—a portal to 1894—a place of peace, slower pace, and security. His thoughts reveal nostalgia and fascination; he imagines living in a time free from stress, traffic, and economic pressures. Charley’s actions, like visiting the station repeatedly and contemplating permanent relocation, illustrate his deep yearning to escape contemporary problems. Finney contrasts the harsh, fast-paced present with the idyllic past, highlighting the universal human craving for safety, emotional comfort, and stability. Charley’s experience reflects how people often fantasize about retreating to simpler times as a response to uncertainty and the pressures of modern life.</p>	
<b>OR</b>		
B	<p><b>Content (2 marks)</b></p> <ul style="list-style-type: none"> <li>➤ 1 mark: Clearly identifies Tiger King’s key traits: arrogance, cruelty, and obsession with power.</li> <li>➤ Indiscriminate killing of tigers, oppressive treatment of subordinates, and desire to be feared.</li> <li>➤ 1 mark: Explains how his actions reflect the dangers of absolute authority.</li> <li>➤ Ignoring ethics, risking lives, and showing tyranny leads to fear and resentment.</li> <li>➤ Highlights lessons on leadership and moral responsibility.</li> </ul> <p><b>Expression (1 mark)</b></p> <ul style="list-style-type: none"> <li>➤ Coherent, structured answer with clear paragraphs.</li> <li>➤ Uses linking words (e.g., “illustrates,” “emphasises,” “conveys”).</li> </ul> <p><b>Accuracy (1 mark)</b></p> <ul style="list-style-type: none"> <li>➤ Correct references to text (e.g., hunting tiger, treatment of dewan).</li> <li>➤ Proper grammar, punctuation, and spelling.</li> </ul> <p><b>Additional Points (Optional)</b></p> <ul style="list-style-type: none"> <li>➤ Mentions the consequences of his tyranny.</li> <li>➤ The moral of the story: power without ethics leads to destruction.</li> </ul> <p><b>Sample response:</b> The Tiger King is a classic example of an authoritarian ruler whose arrogance, cruelty, and obsession with power dominate his life. His pride and desire to be feared drive him to kill tigers indiscriminately, even when it endangers the ecosystem and ignores ethical considerations. He forces his subordinates to serve him unquestioningly, and his whims dictate the lives of both humans and animals. His actions, such as hunting the tiger that once resisted his dewan and disregarding moral boundaries, illustrate the dangers of absolute authority and unchecked power. The story highlights how tyranny breeds fear, resentment, and eventual downfall. Through the Tiger King’s ruthless behaviour and the consequences he faces, the narrative conveys lessons about responsible leadership, empathy, and the need for moral integrity, emphasizing that power without ethics leads to destruction and suffering.</p>	