EXAMINATION SPECIFICATIONS
English Communicative
Code No. 101
CLASS-IX
FROM THE ACADEMIC YEAR 2012 - 13

<table>
<thead>
<tr>
<th>Division of Syllabus for Term I (April-September)</th>
<th>Total Weightage Assigned</th>
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<tbody>
<tr>
<td>Summative Assessment I</td>
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<tr>
<td><strong>Section</strong></td>
<td><strong>Marks</strong></td>
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<tr>
<td>Reading</td>
<td>15=8+7</td>
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<tr>
<td>Writing</td>
<td>20=3+5+6+6</td>
</tr>
<tr>
<td>Grammar</td>
<td>15=3+3+3+3+3</td>
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<tr>
<td>Literature</td>
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<td>Long Reading Text</td>
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<td>Listening and Speaking</td>
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<tr>
<td>Formative Assessment</td>
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<td>Summative Assessment II</td>
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<td><strong>Section</strong></td>
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<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Grammar</td>
<td>15=3+3+3+3+3</td>
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<tr>
<td>Literature</td>
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<td>Listening and Speaking</td>
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<td>TOTAL</td>
<td>90 marks</td>
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</table>

**Note:**
1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3 & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10%
weightage is assigned to conversation skills (5% each in Term I & II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term)

2. The Summative Assessment I and Summative Assessment II are for ninety marks each. **Ten marks of listening and speaking test will be added to the 80 marks Summative Assessment paper ie 80 + 10 = 90 marks in each semester.** The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

**SECTION A: READING**

Qs 1 & 2 The reading section will have two unseen texts as shown below:

<table>
<thead>
<tr>
<th>Text Number</th>
<th>Text Type</th>
<th>Length</th>
<th>Marks</th>
<th>Type of Questions</th>
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<tr>
<td>Text 1</td>
<td>Factual/Discursive/</td>
<td>500 - 550</td>
<td>8</td>
<td><strong>Supply Type</strong> (Gap filling, sentence completion,</td>
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<tr>
<td></td>
<td>Literary</td>
<td>words</td>
<td></td>
<td>Table completion, word attack questions, Reference</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>and Short Answer Questions)</td>
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<tr>
<td>Text 2</td>
<td>Factual/Discursive/</td>
<td>300 - 350</td>
<td>7</td>
<td><strong>Multiple Choice Questions.</strong></td>
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<tr>
<td></td>
<td>Literary</td>
<td>words</td>
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</tbody>
</table>

The word limit has been reduced from 1100 to 900.

The total length of the three passages will be between 800 - 900 words. There will be at least 3 marks for assessing vocabulary.

Care should be taken to cover all the text types, ie discursive and literary while selecting the passages. A poem may or may not be used as one of the three texts. Apart from a poem, prose literary texts may include excerpts from authentic literature such as short story, autobiography, biography, travelogue, novel etc.

Whenever a poem or a prose/literary text is used, the other two texts should be discursive. If a poem is selected then, the length of the poem may be between 14 to 25 lines.

**SECTION B: WRITING**

The writing section comprises four writing tasks as indicated below.

**Q. 3** A short composition of about 50 words in the form of a **Notice, Message or Diary Entry.** 3 Marks

**Q. 4** A composition of about 100 words in the form of **Biographical sketch, Data Interpretation, Dialogue Writing or Description (People, Objects or Events)** 5 Marks

**Questions 4 & 5** will assess students' skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing, transcoding information from one form to another or using a style appropriate for a notice, message or diary entry.
Q. 5 An extended writing task of about 120 words in the form of a **Formal/Informal Letter or Email**. The long piece of writing will assess the use of appropriate style, language, content and expression. **6 Marks**

Q. 6 An extended writing task of about 120 words in the form of an **Article, Speech, Debate, Newspaper/School Magazine Report or Story**. **6 Marks**

Students' skill in expressing ideas in clear and grammatically correct English, planning, organising and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed.

Qs 5 & 6 will make use of a visual/verbal stimulus and one of the questions will be thematically based on MCB.

**Important Note on Format and Word Limit:**
- Format will not carry any separate marks and in most cases, format will be given in the question paper.
- The word limit given is the suggested minimum word limit. No candidate may be penalised for writing more or less than the suggested word limit provided the topic is covered adequately. Stress should be on content, expression, coherence and relevance of the content presented.

**SECTION C: GRAMMAR**

This section will assess **Grammar** items in context for **15 Marks**. It will carry **5 questions of 3 marks each**.

Questions 7 & 8 will have Multiple Choice Questions. The test types for MCQs include the following:
- Gap filling
- Sentence completion / Dialogue completion

Questions 9, 10 & 11 will be based on response supplied by students (Supply Type). The test types will include the following:
- Sentence reordering
- Editing / Omission
- Sentence transformation

**Questions 7 to 11** will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. **As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context.**

Tests types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, recording word groups into sentences, editing, dialogue-completion and sentence-transformation.
The grammar syllabus will be sampled each year, with marks allotted for:

Verbs forms

Sentence structures

Other areas

Note: Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

Section D: LITERATURE

Q 12 will have the following arrangement:

12 A: An extract from poetry with three questions based on reference to context requiring the students to supply the answers.

3 Marks

12 B: An extract from a short story with three reference to context questions requiring the students to supply the answers.

3 Marks

12 C: An extract from a play with three reference to context questions requiring the students to supply the answers.

3 Marks

Q 13 Two out of three short answer type questions based on prose, poetry and play of 3 marks each. The questions will not test recall but inference and evaluation. (30 - 40 words each)

6 Marks

Q 14 One out of two long answer type questions to assess personal response to text (story, poem or play) by going beyond the text/poem/story or extract. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed. (150 words)

5 Marks

Novel/Long Reading Text

Q 15 Type of Questions: Global questions on theme and plot involving interpretation and inference.

5 marks

Q16 One out of two character sketches in 100 words.

5 marks

Prescribed Books/Materials

1. Interact in English - IX Main Course Book Revised edition

2. Interact in English - IX Literature Reader Revised edition Published by CBSE

3. Interact in English - IX Workbook Revised edition Delhi-110092

Novel/Long Reading Text


**Reading Section:**

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however, for reading purpose. The Interact in English Main Course Book will be read in two terms i.e. Term I (April-September) and Term II (October-March).

**Writing Section:**

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

**Note on assessing Writing Tasks.**

Q. 3 Content : 2 marks
   Expression : 1 mark (Accuracy & Fluency)
   Total : 3 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q. 4 Content : 3 marks
   Fluency : 1 mark
   Accuracy : 1 mark
   Total : 5 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q. 5 Content : 3 marks
   Accuracy : 1.5 marks
   Fluency : 1.5 marks
   Total : 5 marks

Upto two marks may be deducted for spelling punctuation and grammar errors.

Q. 6 Content : 3 marks
   Accuracy : 1.5 marks
   Fluency : 1.5 marks
   Total : 6 marks

Upto two marks may be deducted for spelling, punctuation and grammar errors.

Though marks have been allotted specifically for Content, they should not be awarded in a mechanical manner. For instance, if a student has merely mentioned the value points (content) as per the marking scheme, the examiner should assess whether the content has been expressed/communicated in a coherent and cohesive manner. It means content and expression are perceived as interlinked aspects of writing.
Similarly in all the writing tasks credit should be given to creativity in the realm of ideas and language use. What it means for the examiner is that students who think differently and are able to use the language with felicity in terms of structures as well as vocabulary should be given due weightage. This need not necessarily be seen as leaning towards subjectivity in marking. A proper balance of content, expression (accuracy, fluency, cohesion and coherence) and creativity would encourage students to aim for higher standards in written communication. Errors in spelling, punctuation and grammar should be penalised to the extent of marks allotted for Accuracy.

**Grammar:**

Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the summative of formative assessments for the terms. However a suggested split - up of the Work Book for the two terms is given to help teachers in planning their classroom teaching.

### CLASS IX - COMMUNICATIVE

**Syllabus for the Two Terms**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Text Books</th>
<th>First Term (April - September)</th>
<th>Second Term (October - March)</th>
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<td></td>
<td></td>
<td>FA 1 10 FA 2 10 SA I 30</td>
<td>FA 3 10 FA 4 10 SA II 30</td>
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<tr>
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<td>1.</td>
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<td>A Dog Named Duke</td>
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</tr>
<tr>
<td>3.</td>
<td>The Man Who Knew too Much</td>
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<td>Lord Ullin's Daughter</td>
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<td>6</td>
<td>Oh, I Wish I'd Looked After Me Teeth</td>
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<tr>
<td>7</td>
<td>Song of the Rain</td>
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**DRAMA**

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**Main Course Book**

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<td>5</td>
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<td>7</td>
<td>Sports and Games</td>
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**WORK BOOK** - Suggested Break-up of Units for the Purpose of Classroom Teaching only- NOT FOR TESTING (see the note below)

**Term I**

1. Verb Forms
2. Determiners
3. Future Time Reference
4. Modals

**Term II**

5. Connectors
6. The Passive
7. Reported Speech
8. Prepositions
LONG READING TEXT

| Gulliver's Travels in Four Parts | Part I & II | Part III & IV |
| Three Men in a Boat | Chapters 1-10 | Chapters 11-19 |

*NOTE ON WORKBOOK*

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units. Grammar will be tested recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is assessment 'for' learning. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.
SECTION A: Reading

LUDWIG VAN BEETHOVEN (1770-1827) 8 MARKS

Q.1. The composer came of a musical family; for his grandfather was Kapellmeister, and his father, a tenor singer, filled a small musical post at Cologne. He was born at Bonn in December 1770. His father had become a confirmed toper, and the boy suffered in consequence. The father had heard of the prodigy Mozart, and the money he had brought his parents; and he conceived the notion of exploiting his own son in the same way. Thus he kept him slaving at the piano, and thrashed him when he did not practice long enough. There are stories of the sot coming home late and dragging the little fellow out of bed to go to the keyboard. This degraded specimen ended his life by his own hand, but not before his conduct had cast a gloom over his son's youth which greatly affected his after years.

Beethoven seems to have had no regular course of instruction in Bonn, but when he was seventeen he went to Vienna and had some lessons from Mozart. Later on, he had lessons from Haydn; but the two did not get on well together, their natures being totally different. Beethoven finally left Bonn when he was twenty-two, and settled in Vienna, where he gradually made a name for himself. He began to appear in public as a player and in 1796 played before the King in Berlin; but he soon gave up playing for composing.

His first works were roundly abused by the critics -- even some that we now regard as among his greatest creations. Weber said of the Seventh Symphony that its composer was "quite ripe for the madhouse." Then, when deafness came upon him -- the tragedy of his life -- the sapient fellows found that the "horrors of sound" in his works were due to the fact that he could not hear them himself. When "Fidelio" was first performed, it was said that never before had anything so incoherent, coarse, wild, and ear-splitting been heard! Of course, the deafness had nothing to do with it. Beethoven, like all really great composers, was simply before his time. But the deafness had a great deal to do with Beethoven himself. It turned him into a wretched misanthrope, and well-nigh caused him to end his life. Indirectly it prevented him from marrying. In the theatre he had to lay his ears close to the orchestra in order to understand the actors, and the higher notes of the instruments and voices he could not hear at all when only a little distance away. "Fidelio" was begun in 1804 and the affliction, first evidenced in 1798, had become acute four years before that. We need not dwell on it. From the time of his deafness onwards, he was constantly adding to the world's stores of the best in music. His humour was of the sardonic kind, as when he sent a tuft of hair from a goat's beard to a lady admirer, who had asked for a strand from his own leonine locks. When lying on his death-bed he had to be tapped. "Better water from the body than from the pen," he observed to the doctor. When he realized that his end was near, he said to those around him: "Clap hands, friends; the play is over." And so, on the 26th of March, 1827, this great master of tone went out to the darkness of the Silent Land.

Q1.1 On the basis of your reading of the above passage, complete the following statements briefly. (1 x 4 = 4 marks)

a) Beethoven's father __________________________.
b) The father ended his life by ____________________________.
c) The effect it had on Beethoven's youth was ____________________________.
d) The response to Fidelio was ____________________________.

Q1.2 Answer the following questions briefly. (1 x 2 = 2 marks)

a) What effect did Beethoven’s deafness have on him?
b) What kind of a person Beethoven was?
Q1.3 Find words from the passage which mean the same as the words given below: (1 x 2 = 2 marks)

a) Great musician
b) Scornful or bitter

Q.2 Read the poem given below and complete the statements that follow by writing the correct option in your answer sheet. (1 x 7 = 7 marks)

DAFFODILS
I wander’d lonely as a cloud
That floats on high o’er vales and hills.
When all at once I saw a crowd
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the Milky Way,
They stretch’d in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in lively energetic dance
The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed — and gazed — but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils...

Q 2.1 Read the questions given below and write the option you consider the most appropriate in your answer sheet: (1x 7= 7 marks)

(a) The poet saw the daffodils
   (i) in the valley.  (ii) in the garden.
   (iii) in the village.  (iv) near the lake and under the trees.

(b) The daffodils
   (i) danced in the breeze. (ii) were smiling.
   (iii) looked pretty.  (iv) none of the above.

(c) The poet felt he was in………………….. company.
   (i) good
   (ii) cheerful
   (iii) sad
   (iv) happy

(d) “What wealth the show to me had brought” means_______
   (i) he had earned lot of money
   (ii) he had seen a wealthy show
   (iii) the sight of daffodils brought him lot of pleasure and happiness.
   (iv) none of the above
(e) When the poet remembers the daffodils he ________
   (i) is happy and feels like dancing with the daffodils
   (ii) wants to go back to the valley
   (iii) feels like singing
   (iv) none of the above

(f) Whom did the daffodil outdid in dance?
   (i) stars
   (ii) trees
   (iii) waves
   (iv) poet

(g) Find a word from the passage which means same as
   (i) thoughtful
   (ii) glee
   (iii) pensive
   (iv) jocund

SECTION B: Writing

NOTICE

Q. 3 The annual meeting for the selection of the student council has been postponed, from 20 July to 26 July. Draft a notice to be put up on the notice board regarding the same. You are the head girl of the school-Pooja Sharma.

MESSAGE

Leave a message on the desk for your friend, to inform him about the extra class of Maths tomorrow.

DIARY ENTRY

You met your cousin after ten years. You shared your childhood memories of playing together. Write a diary entry how you felt at the end of the day.

Q.4. The competition of kite flying was organized in your school on the eve of Independence day. Write a brief report in 50-60 words mentioning the number of participants, shapes and sizes of the kites and the spectators.

DESCRIPTION

Q.5. You recently visited the ‘Recycled Paper Unit’ in your city, where old and used paper is used for making fresh handmade paper. Write a description of the same using the inputs given below in 80 - 100 words.

Hints:
- Good use of used paper
- Big machines for recycling of paper
- Beautiful and delicate handmade paper made
- An expensive procedure
- Helps in saving environment.

LETTER WRITING

Q 6 FORMAL LETTER

The problem of parking is increasing day by day, due to rise in population and the number of vehicles. Every day you come to know about the road rage and quarrels, due to this menace. Write a letter to the editor of a national daily, highlighting the problem, and suggesting a solution. You are the president, HARMAN, of RWA.

EMAIL

Send an email to your friend, discussing your plans for the trip to Nainital.
Q.7 It is very important to have a good breakfast that provides energy for the whole day. \(5 \text{ Marks}\)

Write a speech to be given in the morning assembly.

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Or

Debate:

“The use of mobile phones is harmful for developing the skills of mathematics”. Write a debate expressing your opinion for or against the motion.

SECTION C: Grammar

Q.8 GAP FILLING

Complete the sentences given below with the help of the options that follow: \(1x3 = 3 \text{ marks}\)

Mata Vaishno Devi is reportedly amongst the most (a)……………….. temples in the country. So, when my 'call' to visit the temple came, I was quite excited. It (b)……………… that Vaishno Devi took birth in the house of a poor Brahmin. She was named Vaishnavi meaning who (c)……………….. to Vishnu. The girl left her home to meditate in a forest nearby. Thousands of years later, Sage Goraknath heard of Vaishnavi and sent his disciple Bhairo Nath to seek her out.

a) (i) visits (ii) does (iii) visited (iv) done
b) (i) eats (ii) is said (iii) was said (iv) ate
c) (i) got (ii) is related (iii) related (iv) get

Q9. Read the paragraph given below and fill in the blanks with the help of options that follow. \(1x3 = 3 \text{ marks}\)

A friend Kaveri Mehra recounts how her college-going son and daughter have become exceedingly sensitized (a)………………..giving back to society. Her son while travelling (b)………………..an auto to college was touched by the auto-wallah's gesture (c)………………..distributing biscuits at every traffic signal. He was amazed when the guy told him that he put at least Rs 50 for charity every day.

a)(i) for (ii) to (iii) in (iv) at
b)(i) to (ii) in (iii) at (iv) along
c)(i) for (ii) in (iii) of (iv) with

OR

DIALOGUE COMPLETION

Q 10. Read the conversation given below and complete the paragraph that follows: \(1 \times 3 = 3 \text{ marks}\)

Rohan : Let's go out for a dinner today.
Riya : Which restaurant would you like to go to?
Rohan : I would like to go to the Rama's because I like the Chinese food there.
Riya : I am not in a mood for eating Chinese.
Today let's go out to some South Indian restaurant.
Rohan suggested to Riya that they should go out for that day a dinner. Riya asked Rohan (a)…………………………..Rohan replied (b)……………………………………. To this Riya said that she was not in a mood for eating Chinese food and further suggested (c)………………………………….

SENTENCE REORDERING

Q 11. Rearrange the following jumbled words to make meaningful sentences and write the same in the answer sheet. \(3 \text{ marks}\)

(a) in/other animals/elephant/an/excels/ intelligence
(b) displays/ he/ his intelligence/little actions/in his
EDITING
Q12. The following paragraph has not been edited. There is one error in each line. Identify the error in each line, and write it along with the error in your answer sheet. The first one has been done as an example
(½ x 6 = 3 marks)

<table>
<thead>
<tr>
<th>Error</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>I should never forget the days of my childhood.</td>
</tr>
<tr>
<td>(b)</td>
<td>when I can play in the village lanes with my ___</td>
</tr>
<tr>
<td>(c)</td>
<td>friends. We shall run on the kuchcha roads with our Gilli Danda throughout the day.</td>
</tr>
</tbody>
</table>

When I came back home, and my mother can scold me for I looked really dirty. | ____ | ____ |

Q. 13. Read the following dialogue and then complete the report given below. Write your answers in your answer sheet with correct blank number. Do not copy the dialogue and the report. (1x3 = 3 marks)

Santa: How did your hen die?
Banta: I poured hot water into its mouth.
Santa: But why did you do it?
Banta: Actually I thought it would give me boiled eggs.

Santa asked Banta (i) _____________________. Banta replied that (ii) ________________. Now Santa wanted to know why he had done it. To which Banta replied that (iii) _________________.

SECTION D Literature text books

12A. Read the extract given below and answer the questions that follow in one or two lines only. Remember to number the answers correctly. (3 marks)

All the world’s a stage
And all the men and women are merely players:

(a) The poem from which the above lines have been taken is an extract from the play……………
(b) The world is called a stage because……………
(c) ‘All the men and women merely players’ means……………

12B. Read the extract given below and answer the questions that follow in one or two lines only. Remember to number the answers correctly. (3 marks)

He cleared his throat and fixed his eyes upon the cut-glass hangings of the chandelier.

(a) Who is ‘he’ in the above extract? Why did he clear his throat?
(b) Why did he fix his eyes upon the cut-glass hangings of the chandelier?
(c) What character trait of ‘he’ is revealed in this extract?

12C. Read the extract given below and answer the questions that follow in one or two lines only. Remember to number the answers correctly. (3 marks)

“Always remember, my son, that this poor body is the Temple of the Living God.”

(a) Identify the speaker and the listener in the above extract. Why does the speaker address the listener as ‘my son’?
(b) When does this conversation take place?
(c) What does the speaker mean by the expression, “Temple of the Living God”?

13. Answer any two the following questions in about 50-60 each. (3+3 = 6 marks)
(a) Why did the privates treat Corporal Turnbull as a hero-figure?
(b) The field and the cloud are lovers. How does the rain act as a messenger of mercy for them?
(c) Who was Jeanette? What was the cause of her death?

Long Reading Text – Novel (10 marks)

What was Gulliver’s initial reaction on learning about the Struldbruggs of Luggnagg? Why did he eventually wish not to become immortal? (Gulliver’s Travel, Part III) (5 marks)

Or

What was fishy about the story of a trout in a glass case in a village side inn the author and one of his friends went to? (Three Men in a Boat)

What idea do you form about the men and women of Laputa? (Gulliver’s Travel, Part III) (5 marks)

Or

What opinion do you form of the J’s character from your reading of the novel “Three Men in a Boat”?
QUESTION:

“The convict is the product of the society he lived in, both, in terms of the suffering that led him to steal one loaf of bread, as well as the excessive sentence he received as punishment for his “crime”. He was imprisoned for stealing money to buy food for his sick wife, this filled him with despair, hopelessness, bitterness and anger at the injustice of it all.”

Do you think justice was meted out to the convict? If Yes/ No, give reasons. If you were in place of the judge what steps would you have taken to reform the convict and why? Give reasons. What values would you focus on?
### Division of Syllabus for Term I (April-September)

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
</tr>
<tr>
<td>Grammar</td>
<td>15</td>
</tr>
<tr>
<td>Literature</td>
<td>25</td>
</tr>
<tr>
<td>Long Reading Text</td>
<td>10</td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Formative Assessment

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>90 marks</td>
</tr>
</tbody>
</table>

#### Total Weightage Assigned

- **Summative Assessment I**: 30%
- **Formative Assessment**: 20%
- **TOTAL**: 90 marks, 50%

### Division of Syllabus for Term II (October -March)

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15</td>
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<tr>
<td>Writing</td>
<td>15</td>
</tr>
<tr>
<td>Grammar</td>
<td>15</td>
</tr>
<tr>
<td>Literature</td>
<td>25</td>
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<tr>
<td>Long Reading Text</td>
<td>10</td>
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<tr>
<td>Listening and Speaking</td>
<td>10</td>
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</tbody>
</table>

#### Formative Assessment

<p>| | |</p>
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<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>90 marks</td>
</tr>
</tbody>
</table>

#### Total Weightage Assigned

- **Summative Assessment II**: 30%
- **Formative Assessment**: 20%
- **TOTAL**: 90 marks, 50%
Note:

1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I&II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term).

2. The Summative Assessment I and Summative Assessment II are for ninety marks each. Ten marks of listening and speaking test will be added to the 80 marks Summative Assessment paper ie 80+10=90 marks in each semester. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

SECTION A: READING 15 Marks

30 periods

Qs 1-3 This section will have three unseen passages of a total length of 600 words. The arrangement within the reading section is as follows:

Q 1&2: Five Multiple Choice Questions on each passage carrying 5 marks 1 mark for each question.

Q 3: Five Supply Type Questions carrying 5 marks on each passage.

Out of the 15 marks, 3 marks will be for vocabulary. The questions will test inference, evaluation and analysis. The passages may be extracts from poetry/ factual/ literary/ discursive texts.

At least one passage will be an extract from a poem.

SECTION B: WRITING 15 Marks

40 periods

Q 4 Letter Writing: One out of two letters (formal/informal/email) in not more than 120-150 words based on verbal stimulus and context provided.

Types of letter:
- Informal - personal, such as to family and friends etc.
- Formal - letters to the editor / the principal of a school etc.
- Email - formal or informal

6 Marks

Q 5 Writing an article, speech or debate based on a visual or verbal stimulus in not more than 120 words (One out of two).

6 Marks

Q 6 Writing a short composition in the form of story or report for a school magazine of minimum 80 words (One out of two).

3 Marks
SECTION C: GRAMMAR

This section will assess Grammar items in context for 15 marks.

- This section will carry five questions of three marks each
- Out of five questions two questions (question 7 and 8) carrying 6 marks will have MCQs of three marks each. The test types for MCQs include:

**Q. 7.** Gap filling

**Q. 8.** Sentence completion/Dialogue completion

**Questions 9, 10 and 11 (carrying 3 marks each ie total 9 marks)** will be based on response supplied by students. (Supply Type Questions)

These test types which will not be tested as MCQs include

**Q. 9.** Sentence reordering

**Q. 10.** Editing / Omission

**Q. 11** Sentence transformation (including combining sentences)

The Grammar syllabus will include the following areas in class IX:

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
   (i). Commands and requests
   (ii). Statements
   (iii). Questions
6. Clauses:
   (i) Noun clauses
   (ii) Adverb clauses of condition and time
   (iii) Relative clauses
7. Determiners, and
8. Prepositions

Note: No separate marks are allotted for any of the grammar items listed above.
SECTION D: TEXT BOOKS

Beehive and Moments (NCERT)

Q12. and Q13. Two extracts for reference to context (based on prose or play). These extracts would require effort on the part of the students to supply the responses.

Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.

The extracts will carry 4 marks each.

Q 14 One out of two reference to context stanzas (based on poetry) followed by 3 questions to test local and global comprehension of the set text. These passages would require effort on the part of students to supply the responses.

Q 15. Five out of six short answer type questions based on Beehive and Moments (three each) to test local and global comprehension of theme and ideas (30-40 words each)- 2 marks each. 2x5=10 Marks

Q 16. One out of two long answer type questions extrapolative in nature from Beehive and Moments. (Upto 80 words) (One from each).

Novel/Long Reading Text

Q 17 Types of Questions:

Global questions on theme and plot involving interpretation and inference

Q 18 One out of two character sketches in 100 words

Prescribed Books

1. Beehive - Textbook for Class IX Published by NCERT
2. Moments - Supplementary Reader for Class IX Sri Aurobindo Marg, New Delhi

Novel/Long Reading Text


NOTE: Teachers are advised to:

i. encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc,

ii. reduce teacher-talking time and keep it to the minimum,
take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and

use the scale of assessment for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

**Reading Section:**

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively.

**Writing Section:**

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment.

**Grammar:**

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the summative assessments for the two terms.
# Syllabus for the Two Terms

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Text Books</th>
<th>First Term (April - September)</th>
<th>Second Term (October - March)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FA I 10 FA2 10 SA I 30</td>
<td>FA3 10 FA4 10 SA II 30</td>
</tr>
<tr>
<td><strong>TEXT BOOK (Beehive)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROSE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The fun they had</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>The Sound of Music</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>The little girl</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>A Truly Beautiful mind</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>The Snake and the Mirror</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>My Childhood</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>7.</td>
<td>Packing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Reach for the Top</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>The Bond of Love</td>
<td></td>
<td>✓</td>
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<tr>
<td>10.</td>
<td>Kathmandu</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>If I were You</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>POETRY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The Road not Taken</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Wind</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Rain on the Roof</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>The Lake Isle of Innisfree</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>A Legend of the Northland</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>No Men are Foreign</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7. The Duck and the Kangaroo</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. On Killing a Tree</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9. The Snake Trying</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10. A Slumber did My Spirit Seal</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Supplementary Reader (Moments)**

| 1. The Lost Child | ✓ | ✓ |
| 2. The Adventure of Toto | ✓ | ✓ |
| 3. Ishwaran the Story Teller | ✓ | ✓ |
| 4. In the Kingdom of Fools | ✓ | ✓ |
| 5. The Happy Prince | ✓ | ✓ |
| 6. Weathering the Storm in Ersama | ✓ | ✓ |
| 7. The Last Leaf | ✓ | ✓ |
| 8. A House is Not a Home | ✓ | ✓ |
| 9. The Accidental Tourist | ✓ | ✓ |
| 10. The Beggar | ✓ | ✓ |

**Long Reading Text**

- *Gulliver's Travels (in Four Parts)*
  - Part I & II
  - Part III & IV

- *Three Men in a Boat*
  - Chapters 1-10
  - Chapters 11-19

**Note:**

1. **Formative Assessment** is *assessment 'for' learning*. Thus schools may adapt the above break-up as per their convenience.

2. All activities related to Formative Assessment such as language games, quizzes, projects, role plays, dramatisation, script writing etc must be done as ‘in school’ activities. In case, a field survey or visit is taken up, it must be under the direct supervision of the teacher.
Q1 Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (5 marks)

The beginning of this fun-filled season with the sun hidden behind the grey clouds brings cheer to many of us waiting eagerly to splash in the rains. Of course not everything about rains is glamorous. Especially when you think about endless traffic jams, the bad roads dotted with potholes, un-cleaned garbage and the spate of water borne diseases. Also viral infections like cold and cough make their presence felt.

Most infectious diseases prevalent in rainy season can be prevented by simply washing our hands regularly. Scrubbing hands regularly with water and soap can prevent us from contacting respiratory and diarrheal diseases.

Kids have a lower level of immunity and hence hand washing becomes a crucial part of their lifestyle. When playing especially during monsoon season kids come into contact with germs and can unknowingly become infected simply by touching their nose, eyes or mouth. The Food and Drug Administration states that the human influenza virus can survive on surfaces for up to eight hours, making people susceptible to catching it each time they touch the infected surface. Hence repeated hand washing is required.

To make the best of the rainy season we should follow some simple guidelines. First of all if we decide to get wet in rains we should change into a dry set of clothes at the earliest.

Also we should keep raw food items at bay and wash vegetables and fruits thoroughly before use. Moreover strict kitchen hygiene should be maintained in order to enjoy one of the most beautiful seasons of the year. Also, in order to have a trouble free rainy season home made fresh food should be given preference over the fast food sold in the market.

Q (i) People wait for the rains since they can__________in it.
(a) splash (b) have potholed roads (c) spate of water borne diseases (d) endless traffic jams

Q (ii) After getting wet in rains we should put on dry clothes____________
(a)as late as possible (b) whenever we like to (c) as early as possible (d) when we fall sick

Q (iii) Besides maintaining kitchen hygiene we should______________ so as to keep us disease free in rainy season.
(a)avoid raw fruits (b) enjoy raw fruits (c) avoid vegetables (d) consume more fruits and vegetables

Q (iv). The passage suggests that small children should wash their hands____________
__________ in rainy season since they have lower immunity.
(a)Frequently (b) rarely (c) after every meal (d) before every meal

Q (v) The word in the passage which means the same as’ prone and vulnerable ‘is

______
(a) dotted (b) hygiene (c) susceptible (d) influenza

Q2 Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (5 marks)
Time is running out and the parents are worried. With just 10 days left for the schools to reopen after homework. Since the children have enjoyed through their vacations it is their parents who are surfing the internet, painting the charts, writing essays and preparing science models. Some busy parents who are well off but cannot spare time are compelled to send their wards to the “holiday homework special” classes.
Sumedha, who holds classes for completing the children’s homework, says that she charges anything between Rs.1000 and 5000 per child depending on the class and volume of homework. Many schools give away prizes for the best homework or add the marks in internal assessment. This make it almost imperative for parents to get the best quality. Majority of the parents’ complain that the level of the homework is so high that their children are clueless about how to do it. Also many of them fret that the quantum of holiday homework is so much that children fail to complete it within the stipulated holidays.
In spite of all the troubles all parents agree that holiday homework is essential for the children. Some of them opined that homework helps establish and strengthen bonds between them and their children as it brings them close to each other. Some others think that holiday home work keeps the children in touch with their studies when they are not going to school.

Q (i) The two objections raised by parents regarding holiday homework are____________
(a) children playing through the holidays and amount of homework
(b) high level of homework and amount of homework
(c) too much time and high level of homework
(d) lack of ideas among children and level of homework

Q (ii) Holiday homework special ‘classes are conducted for____________
(a) busy parents (b) children of busy parents (c) for all well off children (d) teachers

Q (iii) That ________________ makes it necessary that quality homework is done.
(a) Schools assign difficult homework (b) parents are doing the homework (c) schools add marks of the homework to internal assessment (d) parents are paying a heavy price for the homework.

Q (iv) Besides keeping the children in touch with their studies homework ____________ between parents and children.
(a) sets up bonds (b) builds bonds (c) weakens bonds (d) sets up and builds bonds

Q (v) The word/phrase ____________ in the passage means the same as “expressed opinion”.
(a) running out (b) spare (c) imperative (d) opined

Q 3. Read the passage given below and answer the questions that follow. (5 marks)
What exercise is to body, reading is to mind. There are different purpose of reading. One of them is deriving pleasure. Children reading for their pleasure rarely stop to ask about the words. They want to get on with the story. If the word is important, they can usually
make a good guess about what it is. “He drew an arrow from his quiver”. Easy to see that quiver is some sort of gadget to put arrows in. More complicated words they figure out by meeting them in different contexts. People learn to read well and get good vocabulary, from books, not work books or dictionaries. As a kid I read years ahead of my age, but I never looked up words in dictionaries, and didn’t even have a dictionary. In my lifetime I don’t believe I have looked even as many as fifty words - neither have most good readers. Most people don’t know how dictionaries are made. Each new dictionary starts from scratch. The company making the dictionary employs thousands of ‘editors’, to each of whom they give a list of words. The job of the editor is to collect as many examples as possible of the ways in which these words are actually used. They look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example. Then after reading these examples they decide ‘from the context’ what the writer in each case had meant by the words. From these they make definitions. A dictionary in other words, is a collection of people’s opinions about what words mean as other people use them.

(i) How do children find out meanings when they are reading for pleasure?
(ii) Does the passage suggest that dictionary is essential for a good vocabulary? Why or why not?
(iii) Write any one step in the process of making a dictionary.
(iv) Define a dictionary in your own words.
(v) Find the phrase in the passage which means ‘calculate/think about until one understands.’

SECTION B (15 Marks)

Question 4 (5 Marks)

LETTERS INFORMAL

Q 4. Your cousin has fallen into the bad habit of smoking. He does not realize that smoking is highly injurious to active as well as passive smokers. Write a letter in 120-150 words telling your cousin the harmful effects of smoking. You are Pankaj living at J-54 Spring Enclave New Delhi.

OR

FORMAL

The usage of various gadgets – washing machine, mobile phone, i-pod etc. in our life is growing day by day. The latest researches reveal that these gadgets produce radiation which is immensely harmful to us. Write a letter in 120-150 words to the editor of a local daily highlighting the dangers of over-exposure to gadgets. You are Vineeta of B-124 ABC Enclave Janakpuri Jaipur.

OR

EMAIL

Your team has won the first place in the Inter-school debate competition. Your partner could not be present for the prize distribution function. Write an email to your partner giving details of the function and what prize you had received.
Q 5  
ARTICLE  
Q. Riding without helmets, speeding, rash driving and jumping red lights are some aspects of underage driving. The underage drivers fail to realize that they are putting to risk not only their own but also the life of other road users. Write an article in 120-150 words highlighting the solutions to the menace of underage driving.

SPEECH  
There have been a number of terrorist attacks in Delhi. As such Delhi is seen as a soft target by the terrorists. Amit/Amita read an advertisement by Delhi Police. She/he decided to deliver a speech in the school assembly to spread awareness among students how they can help in avoiding terrorist activity. Write a speech for her/him in 120-150 words.

Q 6  
STORY WRITING  
Adjudged the best speaker, participated, slightly nervous, sure to win, tough competition, excited  
Using all the phrases and words given in the box above, weave an interesting story in 120-150 words.  
Or  
In the month of July your school had organized an admission fair for children who are out of school. All children of nearby colonies were offered admission in the school. Write a brief report in about 120-150 words describing the admission fair to be submitted for the school magazine. (5 marks)

SECTION C: Grammar  
GAP FILLING  
Q 7. The underlined words in the following passage have not been used appropriately. Replace them by choosing the most appropriate option from the ones given below the passage. Write the answers in your answer sheet against the correct blank number. Do not copy the whole passage. (1x3=3 marks)

Now it (i) ______________ that once the earth had two moons. According to the astronomers the smaller of the two moons smashed into the other in what (ii) __________ the “big splat”. As a result of big splat our planet (iii) __________ with a single moon.

(i) (a) has discovered (b) has been discovered (c) has been discovering (d) has discover
(ii) (a) was being called (b) was been called (c) is being called (d) is calling
(iii) (a) was left (b) had been left (c) is leaving (d) was leaving
DIALOGUE COMPLETION
Q. 8. Read the following dialogue and then complete the report given below. Write your answers in your answer sheet with correct blank number. Do not copy the dialogue and the report. (1x3 = 3marks)
Santa: How did your hen die?
Banta: I poured hot water into its mouth.
Santa: But why did you do it?
Banta: Actually I thought it would give me boiled eggs.
Santa asked Banta (i) __________________________________. Banta replied that (ii) _____________. Now Santa wanted to know why he had done it. To which Banta replied that (iii) ________________.

(i)

a) how his hen died.
b) how did his hen die
c) how did his hen died
d) how his hen have died

(ii)

a) he poured hot water into its mouth
b) he had poured water into its mouth
c) he was pouring water into its mouth
d) I was pouring water into pouring

(iii)

a) actually he had thought it would give him boiled eggs
b) actually he was thinking it.
c) actually he thought it would give me.
d) actually he thought it will give me boiled eggs.

SENTENCE REORDERING
Q. 9. Look at the words and phrases below. Rearrange them into meaningful sentences. Write the correct sentences in your answer sheet. The first one has been done as an example. (3 marks)

EXAMPLE: four\divided \the question\ has been \section \paper \into \the \\

The question paper has been divided into four sections.
i. the reading/three passages/will/section/have/unseen,
ii. five/multiple choice/passages/questions /each/followed/will be /by
iii. vocabulary/out of /marks /twenty /for/marks/will be/four

EDITING
Q. 10. The following passage has not been edited. There is one error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet against the correct blank number as given in the example. Remember to underline the word that you have supplied. (3x1=3 marks)
The forestry sector had been e.g. had has a worst affected, because of (a)___________________
financial reasons. In fact, hard (b) ______________ any funds were provided for raise new plantations and the (c) ______________ afforestation programme was being sustained largely through external aided project.

11. Read the following dialogue and then complete the report by transforming the sentences into reported speech. Write your answers in your answer sheet against the correct blank numbers. Do not copy the whole passage. (1x3 = 3 marks)

Wife: Our servant has run away.
Husband: Is anything missing?
Wife: Yes, my gold watch.
Husband: Where did you keep it?
Wife: On the dressing table as usual.

A wife told her husband that their servant had run away. The husband asked the wife (a) ______________. The wife replied in positive and said that (b) _________________. The husband then asked her (c) _______________________________. The wife replied that she had kept it on the dressing table as usual.

SECTION – D

Literature (Textbooks)

Read the following passage and answer the questions that follow:

Q. 12.
Friends had conjectured that the bear would not recognize her. I had thought so too. But while she was yet some yards from his cage Baba saw her and recognized her. He howled with happiness. She ran up to him, petted him through the bars, and he stood on his head in delight. (3 marks)

Q1. One thing was common to the opinion of the author and his friends regarding the bear. What was it?
Q2. Which trait of the author’s wife is highlighted in the passage?
Q3. Give noun form of the word ‘recognize’.

Q 13. Read the following extract from the play “If I were you”
Intruder: I’ve got freedom to gain. As for myself, I’m a poor hunted rat. As Vincent Charles Gerrard I’m free to go places and do nothing. I can eat well and sleep and without having to be ready to beat it at the sight of a cop. (3 marks)

1. Why does the Intruder say that he has got freedom to gain?
2. How and why is he a ‘poor hunted rat’?
3. What is the inner desire of the Intruder?

Q 14. Read the extracts given below and answers the questions that follow: (3 marks)

Said the Kangaroo to the Duck,
“This requires some little reflection;
Perhaps on the whole it might bring me luck,
And there seems but one objection,
Which is, if you’ll let me speak so bold,
Your feet are unpleasantly wet and cold,
And would probably give me the room!“ said the Kangaroo.

(i) ‘This requires some little reflection ’ ‘This’ here refers to_____
(ii) The kangaroo’s objection to duck’s plan is that________
(iii) The name of the poem from which this stanza has been taken is______.

Answer the following questions in about 30-40 words. 
(2 x 6 = 12 marks)

Q 15  a) Do you think the intruder was a boastful-fellow? Why/why not?

b) How did Santosh Yadav pressurize her affluent parents to pay for her education in Delhi?

c) “Excellence would only come at a price. “ How did Maria Sharapova learn this important lesson?

d) Describe the ‘island ‘made for Baba.

e) How does Bill Bryson end up in a crash position in the aircraft?

f) What is the role of Olga in the story the Beggar?

Attempt any one Part – A or Part – B.

Part – A

Gulliver’s Travels

Q.17 Do you think Gulliver changes as the story progresses? Does he learn from his adventures? Elaborate your answer with support from the text.

Value Points
• Gulliver more tranquil and less restless at end -- in desiring first to stay with the Houyhnhnms, then to find an island on which he can live in exile, Gulliver shows that his adventures have taught him that a simple life, one without the complexities and weaknesses of human society, may be best
• Yet his tranquility is superficial—lying not far below the surface is a deep distaste for humanity aroused as he comes in contact with crew of Don Pedro de Mendez

• Transformed from the naïve Englishman to the experienced but still open-minded world traveller of the first two voyages; then to the jaded island-hopper of the third voyage; and finally to the cynical, disillusioned, and somewhat insane misanthrope of the fourth voyage.

Q.18 Do you think that Swift meant the country of the Houyhnhnms to represent an ideal society?
• Houyhnhnms live simple lives wholly devoted to reason-- a society in which there is no crime, no poverty, no disagreement, and no unhappiness; speak clearly, act justly, and have simple laws

• untroubled by greed, politics, or lust; live life of cleanliness and exist in peace and serenity-- live by grand maxim: Cultivate Reason and be totally governed by it.

• perfect society; no concept of a lie, and therefore no word to express it.

• On the other hand, neither is there any joy, passion, or love-- Gulliver, acts like a Houyhnhnm but is closer in physique to a Yahoo-- difficult to continue to sympathize with Gulliver and to look through his eyes at the society he visits as he is increasingly hostile to, and isolated from, his fellow humans
Gulliver’s rejection of Don Pedro – who is kind and courteous to him, and, later, of his family, makes him appear mean-minded and unbalanced. His preference for talking to his horses over his family appears to be a kind of madness.

Or

Three Men In a Boat

Q.17 Compare and contrast George with Harris.
Value Points
• **Harris** practical young man-- no romance
  • fond of drinking
  • not too fond of working hard
  • not much imagination
  • more aggressive
  • very fond of eating
  • no aesthetic
  • terrible singer
  • frank and outspoken
• **George:**-- employed at a bank, where the only work his friends thought he did was sleep-- hates work of any kind
  • some knowledge of the ways of the world -- gives sensible advice and suggestions
  • calmer and less aggressive than Harris
  • like Harris does not o have much sense of style.
  • does not exert himself too much, and was the last one to offer to do anything that required physical labour
  • not very quick-witted and depended on the others to lead him
  • laughed at others but did not enjoy it much when the joke turned on him.
  • keen to learn to play the Banjo, but he played quite badly

Q.18 What was ironical about the boat journey? What light does it throw on the characters of the three friends?
• three friends planned boat trip thinking it would be a idyllic journey, offering them a respite from their day-to-day routine and expected to enjoy two weeks on the river
  • What they wanted was rest
  • Unfortunately, trip turns out to be full of catastrophes with all of them having to actually work!
  • in deep depression because of the continuous rain
  • determined to enjoy themselves and did not want to give up until the full two weeks were up
  • despite being terrible boatmen and totally ill-equipped to deal with the simplest of jobs, they were determined to look at the brighter side of life and refused to give in to circumstances, however gloomy and difficult they may be.
VALUE BASED QUESTION

LONG Answer Question 4 MARKS

My childhood
Q16: Answer the following question form the lesson My Childhood

Abdul Kalam used to collect the tamarind seeds and used to sell them to provision shop on the Mosque street in Rameshwaram. A days collection would fetch him the princely one anna. Besides he would collect the bundle of newspaper and worked as a help for Samsuddin. He was proud of earning his own money.

Do you think that Abdul Kalam worked to earn only money or it was merely a joy to be a self earner and self dependent? What traits in the personality are developed if one is self reliant and dependent? What values of life one learns when one starts working and earning.

Marking Scheme & Value Points

- Description of the Context
- Traits in the personality, confidence increased self esteem and self respect
- Value of money and value of hard work so that one does not become spend thrift.
to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc;

- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

- to develop interest in the subject by participating in related competitions.

- to acquaint students with different aspects of mathematics used in daily life.

- to develop an interest in students to study mathematics as a discipline.

General Instructions

- As per CCE guidelines, the syllabus of Mathematics for classes IX and X has been divided termwise.

- The units specified for each term shall be assessed through both formative and summative assessments.

- In each term, there will be two formative assessments, each carrying 10% weightage.

- The summative assessment in term I will carry 30% weightage and the summative assessment in the II term will carry 30% weightage.

- Listed laboratory activities and projects will necessarily be assessed through formative assessments.

**Course Structure**

**Class IX**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Marks : 90</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNITS</strong></td>
<td>MARKS</td>
</tr>
<tr>
<td>I. NUMBER SYSTEM</td>
<td>17</td>
</tr>
<tr>
<td>II. ALGEBRA</td>
<td>25</td>
</tr>
<tr>
<td>III. GEOMETRY</td>
<td>37</td>
</tr>
<tr>
<td>IV. CO-ORDINATE GEOMETRY</td>
<td>06</td>
</tr>
<tr>
<td>V. MENSURATION</td>
<td>05</td>
</tr>
<tr>
<td><strong>TOTAL (THEORY)</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

**UNIT I : NUMBER SYSTEMS**

1. **REAL NUMBERS** (18) Periods

Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non-terminating recurring decimals, on the number line through successive magnification.
Rational numbers as recurring/terminating decimals.

Examples of nonrecurring / non terminating decimals such as √2, √3, √5 etc. Existence of non-rational numbers (irrational numbers) such as √2, √3 and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, every point on the number line represents a unique real number.

Existence of √x for a given positive real number x (visual proof to be emphasized).

Definition of nth root of a real number.

Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

Rationalization (with precise meaning) of real numbers of the type (& their combinations)

\[ \frac{1}{a + b\sqrt{x}} \quad \& \quad \frac{1}{\sqrt{x + \sqrt{y}}} \]  where x and y are natural number and a and b are integers.

UNIT II : ALGEBRA

1. **POLYNOMIALS**

   (23) Periods

Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials; monomials, binomials, trinomials. Factors and multiples. Zeros/roots of a polynomial / equation. State and motivate the Remainder Theorem with examples and analogy to integers. Statement and proof of the Factor Theorem. Factorization of ax² + bx + c, a ≠ 0 where a, b and c are real numbers, and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Further verification of identities of the type (x + y + z)² = x² + y² + z² + 2xy + 2yz + 2zx, (x ± y)³ = x³ ± y³ ± 3xy(x ± y), x³ ± y³ = (x ± y)³ = x³ ± y³ + 3xy = (x + y + z) (x + y + z) – 3xyz = (x + y + z) (x² + y² + z² – xy – yz – zx) and their use in factorization of polynomials. Simple expressions reducible to these polynomials.

UNIT III : GEOMETRY

1. **INTRODUCTION TO EUCLID'S GEOMETRY**

   (6) Periods

History - Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon into rigorous mathematics with definitions, common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem, for example:

   (Axiom) 1. Given two distinct points, there exists one and only one line through them.

   (Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common.
2. LINES AND ANGLES (10 Periods)
   1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse.
   2. (Prove) If two lines intersect, the vertically opposite angles are equal.
   3. (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
   4. (Motivate) Lines, which are parallel to a given line, are parallel.
   5. (Prove) The sum of the angles of a triangle is 180°.
   6. (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.

3. TRIANGLES (20 Periods)
   1. (Motivate) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence).
   2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).
   3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
   4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle.
   5. (Prove) The angles opposite to equal sides of a triangle are equal.
   6. (Motivate) The sides opposite to equal angles of a triangle are equal.
   7. (Motivate) Triangle inequalities and relation between ‘angle and facing side’ inequalities in triangles.

UNIT IV: COORDINATE GEOMETRY

1. COORDINATE GEOMETRY (9 Periods)
   The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane, graph of linear equations as examples; focus on linear equations of the type \[ Ax + By + C = 0 \] by writing it as \[ y = mx + c \].

UNIT V: MENSURATION

1. AREAS (4 Periods)
   Area of a triangle using Hero's formula (without proof) and its application in finding the area of a quadrilateral.
## Course Structure
### Class IX

<table>
<thead>
<tr>
<th>Second Term</th>
<th>Marks : 90</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNITS</strong></td>
<td><strong>MARKS</strong></td>
</tr>
<tr>
<td>II. ALGEBRA</td>
<td>16</td>
</tr>
<tr>
<td>III. GEOMETRY (Contd.)</td>
<td>38</td>
</tr>
<tr>
<td>V. MENSURATION (Contd.)</td>
<td>18</td>
</tr>
<tr>
<td>VI. STATISTICS AND PROBABILITY</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

**UNIT II : ALGEBRA (Contd.)**

2. **LINEAR EQUATIONS IN TWO VARIABLES**  
   (14) Periods  
   Recall of linear equations in one variable. Introduction to the equation in two variables. Prove that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they seem to lie on a line. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

**UNIT III : GEOMETRY (Contd.)**

4. **QUADRILATERALS**  
   (10) Periods  
   1. (Prove) The diagonal divides a parallelogram into two congruent triangles.  
   2. (Motivate) In a parallelogram opposite sides are equal, and conversely.  
   3. (Motivate) In a parallelogram opposite angles are equal, and conversely.  
   4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.  
   5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.  
   6. (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and (motivate) its converse.

5. **AREA**  
   (4) Periods  
   Review concept of area, recall area of a rectangle.  
   1. (Prove) Parallelograms on the same base and between the same parallels have the same area.  
   2. (Motivate) Triangles on the same base and between the same parallels are equal in area and its converse.
6. **CIRCLES**  
(15) Periods
Through examples, arrive at definitions of circle related concepts, radius, circumference, diameter, chord, arc, subtended angle.

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) There is one and only one circle passing through three given non-collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center(s) and conversely.
5. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
6. (Motivate) Angles in the same segment of a circle are equal.
7. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
8. (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is 180° and its converse

7. **CONSTRUCTIONS**  
(10) Periods
1. Construction of bisectors of line segments & angles, 60°, 90°, 45° angles etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
3. Construction of a triangle of given perimeter and base angles.

**UNIT V : MENSURATION (Contd.)**

2. **SURFACE AREAS AND VOLUMES**  
(12) Periods
Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

**UNIT VI : STATISTICS AND PROBABILITY**

1. **STATISTICS**  
(13) Periods
Introduction to Statistics : Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons, qualitative analysis of data to choose the correct form of presentation for the collected data. Mean, median, mode of ungrouped data.
2. **PROBABILITY**

History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real-life situations, and from examples used in the chapter on statistics).
Sample Questions
Mathematics (047)
Class IX
S. A. –II (2012-13)

M.C.Q. 1 Mark

1. If in a quadrilateral, diagonals are equal, then it cannot be a:
   (A) Square   (B) Parallelogram   (C) Rhombus   (D) Rectangle

2. If in a sphere, volume and surface area are numerically equal, then radius will be:
   (A) 1   (B) 3   (C) 2   (D) 4

SA-I 2 Marks

3. In a \( \triangle ABC \), E is the mid-point of median AD. Show that \( \text{ar (BED)} = \frac{1}{4} \text{ar (ABC)} \)

4. Find the mode of 14, 25, 14, 26, 27, 16, 14, 18, 22, 25, 26, 30, 14, 25, 22.

SA-II 3 Marks

5. The slant height and base diameter of a conical tomb are 25 m and 14 m respectively. Find the cost of white – washing its curved surface at the rate of.

6. In a survey, 1000 families with two children were selected randomly and the following data were recorded:

<table>
<thead>
<tr>
<th>No. of girls in the family</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of families</td>
<td>320</td>
<td>460</td>
<td>220</td>
</tr>
</tbody>
</table>

Find the probability of a family, chosen at random, having (i) 2 girls  (ii) 1 girl  (iii) less than 1 girl.

7. Draw graphs of \( 3x+2y=0 \) and \( 2x-3y=0 \). What is the point of intersection of the two lines representing the above equation.

LA – 4 Marks

8. A 44m x 11m sheet is roled along length to form a cylinder. Find the volume of the cylinder.

9. Two parallel lines \( l \) and \( m \) are intersected by a transversal \( p \) as shown in the figure. Show that the quadrilateral formed by the bisectors of interior angles is a rectangle.
10. Cost of 7 pens and 8 pencils is Rs. 87 and cost of 6 pens and 4 pencils is Rs. 66. Write linear equations representing the above data and draw its graph. Also find the cost of 1 pen and 1 pencil from the graph.

ANSWER KEY

1. (C)  
2. (B)  
3. Median of a triangle divides it into two triangles of equal area

\[ \text{In } \triangle ABC, AD \text{ is median} \]

\[ \therefore \quad \text{ar}(ABD) = \frac{1}{2} \text{ar}(ABC) \quad \text{(i)} \]

\[ \text{In } \triangle ABD, BE \text{ is median} \]

\[ \therefore \quad \text{ar}(BED) = \frac{1}{2} \text{ar}(ABD) \]

\[ = \frac{1}{4} \text{ar}(ABC) \text{ using (i)} \]

4. Number 14 occurs most frequently i.e. 4 times

so mode = 14

5. \( l = \) slant height = 25 m, \( r = \) radius = 7 m

Area of curved surface of conical tomb = \( \pi rl \)

\[ = \frac{22}{7} \times 7 \times 25 \]

\[ = 550 \text{ m}^2 \]

Cost of white mash @ Rs. 410 per 100 m\(^2\) = \( 550 \times \frac{410}{100} \)

\[ = \text{Rs. 2255/-} \]
6. (i) Prob of 2 girls in the family = \( p(2) = \frac{320}{1000} = \frac{8}{25} \) 1 M  

Prob of 1 girl in the family = \( p(1) = \frac{460}{1000} = \frac{23}{50} \) 1 M  

Prob of less than 1 girls in the family = \( p(0) = \frac{220}{1000} = \frac{11}{50} \) 1 M

7. \( 3x + 2y = 0 \)  
\( Y = -\frac{3x}{2} \)

<table>
<thead>
<tr>
<th>x</th>
<th>0</th>
<th>2</th>
<th>-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>0</td>
<td>-3</td>
<td>3</td>
</tr>
</tbody>
</table>

Graph

\( 2x - 3y = 0 \) 1 M

\( Y = \frac{2x}{3} \)

<table>
<thead>
<tr>
<th>x</th>
<th>0</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Graph

Point of intersection (0, 0)

8. Area of sheet = \( 44 \times 11 \text{ m}^2 \)  
Height of cylinder = length of sheet = 44 m 1 M  
Area of cylinder = \( 2 \pi rh = 2.22 \pi \cdot 7 \cdot 44 = 44 \times 11 \) 1 M  
\( r = \frac{7}{4} \text{ m} \) \( \frac{1}{2} \) M  
Vol. of cylinder = \( \pi r^2 h \)  
\( = \frac{22}{7} \cdot \frac{7}{4} \cdot 44 \)  \( = 773.5 \text{ m}^3 \) 1 M

9. \( \angle PAC = \angle ACR \)  (alternate angle)  
\( \frac{1}{2} \angle PAC = \frac{1}{2} \angle ACR \) 2 2  
\( \iff \angle BAC = \angle ACD \) \( \frac{1}{2} \) M
But they are alternate angles for lines AB and DC with AC as transversal

So \( AB \parallel DC \)  
Similarly \( BC \parallel AD \)

\[ \therefore \text{ABCD is a parallelogram} \]

Also \( \angle PAC + \angle CAS = 180° \) (linear pair)

\[ \frac{1}{2} \angle PAC + \frac{1}{2} \angle CAS = 90° \]

\[ \angle BAC + \angle CAD = 90° \]

\[ \angle BAD = 90° \]

\[ \text{ABCD is a parallelogram with } \angle A = 90° \]

\[ \therefore \text{ABCD is a rectangle} \]

10. Let cost of 1 pen = Rs. \( x \)

   cost of 1 pencil = Rs. \( y \)

\[ 7x + 8y = 87 \]

\[ 4y = 66 \text{ or } 2x + 3y = 33 \]

\[ 7x + 8y = 87 \]

\[ Y = \frac{87 - 7x}{8} \]

\[
\begin{array}{c|c|c}
 x & 3 & 9 \\
\hline
 Y & 7 & 3 \\
\end{array}
\]

Graph \( 1 \frac{1}{2} \text{ M} \)

\[ 3x + 2y = 33 \]

\[ y = \frac{33 - 3x}{2} \]

\[
\begin{array}{c|c|c}
 x & 9 & 5 \\
\hline
 Y & 3 & 9 \\
\end{array}
\]

Point of intersection is (9, 3) i.e. \( 1 \frac{1}{2} \text{ M} \)

Cost of 1 Pen = Rs. 9

Cost of 1 Pencil = Rs. 3 \( \frac{1}{2} \text{ M} \)
VALUE BASED QUESTION

Shimpi, a class IX student received cash award of Rs. 10,000/- (Ten thousand) in the singing competition. Her father advised her to make a budget plan for spending this amount. She made following plan:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Head</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Donation in temple</td>
<td>200</td>
</tr>
<tr>
<td>2</td>
<td>Tuition fee to needy child</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Welfare of senior citizens</td>
<td>500</td>
</tr>
<tr>
<td>4</td>
<td>Welfare of street children</td>
<td>800</td>
</tr>
<tr>
<td>5</td>
<td>Saving in bank</td>
<td>4000</td>
</tr>
<tr>
<td>6</td>
<td>Books for family library</td>
<td>2000</td>
</tr>
<tr>
<td>7</td>
<td>Picnic for family</td>
<td>1000</td>
</tr>
<tr>
<td>8</td>
<td>Gift to grand parents</td>
<td>1100</td>
</tr>
<tr>
<td>9</td>
<td>Tea party to friends</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10000</strong></td>
</tr>
</tbody>
</table>

Make a pie chart for the above data.
From above answer the following question:

1. Which mathematical concepts have been covered in this?
2. How will you rate her budget plan? In your opinion which head has been given (i) more than it deserved and (ii) less than it deserved?
3. Which values are depicted in her plan?
### Marking scheme Value Based Question

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Head</th>
<th>Amount</th>
<th>Central angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Donation in temple</td>
<td>200</td>
<td>7.2</td>
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<tr>
<td>2</td>
<td>Tuition fee to needy child</td>
<td>100</td>
<td>3.6</td>
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<tr>
<td>3</td>
<td>Welfare of Senior Citizen</td>
<td>500</td>
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<td>4</td>
<td>Welfare of street children</td>
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<td>5</td>
<td>Saving in bank</td>
<td>4000</td>
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<td>6</td>
<td>Books for family library</td>
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<tr>
<td>7</td>
<td>Picnic for family</td>
<td>1000</td>
<td>36.0</td>
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<tr>
<td>8</td>
<td>Gift to grand parents</td>
<td>1100</td>
<td>39.6</td>
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<tr>
<td>9</td>
<td>Tea party to friends</td>
<td>300</td>
<td>10.8</td>
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<td><strong>Total</strong></td>
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<td><strong>10000</strong></td>
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</table>

![Pie chart diagram](image.png)
4. SCIENCE
(Code No. 086 / 090)

The subject of science plays an important role in developing in children well-defined abilities in cognitive, affective and psychomotor domains. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility. Whereas the upper primary stage demands that plentiful opportunities should be provided to the students to engage them with the processes of science like observing, recording observations, drawing, tabulation, plotting graphs etc., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around six broad themes viz. Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences as well as modes of reasoning that are typical of the subject.

General Instructions:

1. The units specified for each term shall be assessed through both Formative and Summative assessments.
2. In each term, there will be two formative assessments each carrying 10% weightage.
3. The summative assessment in each term will carry 30% weightage.
4. One Formative assessment carrying 10% weightage in each term would be based completely on hands on practicals.
5. Assessment of Practical Skills through MCQ will carry 20% weightage of term marks in each Summative Assessment.

COURSE STRUCTURE

<table>
<thead>
<tr>
<th>CLASS IX</th>
<th>Marks : 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td>Marks</td>
</tr>
<tr>
<td>Units</td>
<td></td>
</tr>
<tr>
<td>I. Food</td>
<td>13</td>
</tr>
<tr>
<td>II. Matter - Its Nature and Behaviour</td>
<td>29</td>
</tr>
<tr>
<td>III. Organisation in Living World</td>
<td>18</td>
</tr>
<tr>
<td>IV. Motion, Force and Work</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>
Theme : Food (10 Periods)

Unit : Food

Plant and animal breeding and selection for quality improvement and management; use of fertilizers, manures; protection from pests and diseases; organic farming.

Theme : Materials (22 Periods)

Unit : Matter - Nature and behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.


Theme: The World of The Living (22 Periods)

Unit: Organization in the living world.

Cell - Basic Unit of life: Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

TISSUES, Organs, Organ System, Organism

Structure and functions of animal and plant tissues (four types in animals; meristematic and permanent tissues in plants).

Theme : Moving Things, People and Ideas (36 Periods)

Unit : Motion, force and work

Motion: Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, equations of motion by graphical method; elementary idea of uniform circular motion.

Force and Newton's laws: Force and motion, Newton's laws of motion, inertia of a body, inertia and mass, momentum, force and acceleration. Elementary idea of conservation of momentum, action and reaction forces.

Gravitation: Gravitation; universal law of gravitation, force of gravitation of the earth (gravity), acceleration due to gravity; mass and weight; free fall.

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes.

List of Experiments

1. To test (a) the presence of starch in the given food sample (b) the presence of the adulterant metanil yellow in dal.
2. To prepare
   a) a true solution of common salt, sugar and alum
   b) a suspension of soil, chalk powder and fine sand in water
   c) a colloidal of starch in water and egg albumin in water and distinguish between these on the basis of
      - transparency
      - filtration criterion
      - stability

3. To prepare
   a) a mixture
   b) a compound

   using iron filings and sulphur powder and distinguish between these on the basis of:
   i. appearance i.e., homogeneity and heterogeneity
   ii. behaviour towards a magnet
   iii. behaviour towards carbon disulphide as a solvent.
   iv. effect of heat.

4. To carry out the following reactions and classify them as physical or chemical changes.
   a. Iron with copper sulphate solution in water.
   b. Burning of magnesium in air.
   c. Zinc with dilute sulphuric acid.
   d. Heating of copper sulphate.
   e. Sodium sulphate with barium chloride in the form of their solutions in water.

5. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations
and draw their labeled diagrams.

6. To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals,
from prepared slides and to draw their labeled diagrams.

7. To separate the components of a mixture of sand, common salt and ammonium chloride (or camphor) by sublimation.

8. To determine the melting point of ice and the boiling point of water.

9. To establish relationship between weight of a rectangular wooden block lying on a horizontal table and the
minimum force required to just move it using a spring balance.

10. To determine the mass percentage of water imbibed by raisins.
COURSE STRUCTURE
CLASS IX

Mark: 90

<table>
<thead>
<tr>
<th>Units</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Matter - Its Nature and Behaviour</td>
<td>17</td>
</tr>
<tr>
<td>II. Organisation in the Living World</td>
<td>25</td>
</tr>
<tr>
<td>III. Motion, Force and Work</td>
<td>36</td>
</tr>
<tr>
<td>IV. Our Environment</td>
<td>12</td>
</tr>
</tbody>
</table>

Total 90

Theme: Materials (28 Periods)

Unit: Matter - Nature and Behaviour

Particle nature, basic units: atoms and molecules. Law of constant proportions. Atomic and molecular masses.

Mole Concept: Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.

Structure of atom: Electrons, protons and neutrons; Isotopes and isobars.

Theme: The World of The Living (23 Periods)

Unit: Organization in the living World.

Biological Diversity: Diversity of plants and animals - basic issues in scientific naming, basis of classification. Hierarchy of categories/groups, Major groups of plants (salient features) (Bacteria, Thalophyta, Bryophyta, Pteridophyta, gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).

Health and Diseases: Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and protozoans) and their prevention, Principles of treatment and prevention. Pulse polio programmes.

Theme: Moving Things, People and Ideas (24 Periods)

Unit: Motion, Force and Work

Floatation: Thrust and pressure. Archimedes' principle, buoyancy, elementary idea of relative density.

Work, energy and power: Work done by a force, energy, power; kinetic and potential energy; law of conservation of energy.

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR.

Structure of the human ear (auditory aspect only).
Theme: Natural Resources

Unit: Our environment

Physical resources: Air, Water, Soil.

Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India.

Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages.

Bio-geo chemical cycles in nature: Water, oxygen, carbon and nitrogen

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes.

SECOND TERM

1. To verify laws of reflection of sound.
2. To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
3. To establish the relation between the loss in weight of a solid when fully immersed in
   a. tap water
   b. strongly salty water, with the weight of water displaced by it by taking at least two different solids.
4. To observe and compare the pressure exerted by a solid iron cuboid on fine sand/wheat flour while resting on
   its three different faces and to calculate the pressure exerted in the three different cases.
5. To determine the velocity of a pulse propagated through a stretched string/slinky.
6. To study the characteristic of spirogyra/Agaricus, Moss/Fern, Pinus (either with male or female cone) and an
   Angiospermic plant. Draw and give two identifying features of groups they belong to.
7. To observe and draw the given specimens-earthworm, cockroach, bony fish and bird. For each specimen record
   a. one specific feature of its phylum.
   b. one adaptive feature with reference to its habitat.
8. To verify the law of conservation of mass in a chemical reaction.
9. To study the external features of root, stem, leaf and flower of monocot and dicot plants.
10. To study the life cycle of mosquito.
# BLUE PRINT

## SCIENCE (THEORY)

### Class-IX

### Term - II (2011-12)

**TIME : 3 Hrs**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Form of Questions</th>
<th>MARKS/Unit</th>
<th>VSA</th>
<th>SA-I</th>
<th>SA-II</th>
<th>LA</th>
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<td>3.</td>
<td>Motion, Force &amp; Work</td>
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<td>c) Ch.12, Sound</td>
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<td>4.</td>
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<td>–</td>
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<td>1(5)</td>
<td>–</td>
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<td>12(36)</td>
<td>5(25)</td>
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Sample Question Paper
SCIENCE (THEORY)
Class-IX
Term - II (2011-2012)

TIME : 3 Hrs
MM : 90

GENERAL INSTRUCTIONS

i) The question paper comprises of two sections, A and B. You are to attempt both the sections.

ii) All questions are compulsory.

iii) There is no overall choice. However, internal choice has been provided in all the five questions of five marks category. Only one option in such questions is to be attempted.

iv) All questions of section A and all questions of section B are to be attempted separately.

v) Questions 1 to 3 in section A are one mark questions. These are to be answered in one word or in one sentence.

vi) Questions 4 to 7 in section A are two marks questions. These are to be answered in about 30 words each.

vii) Questions 8 to 9 in section A are three marks questions. These are to be answered in about 50 words each.

viii) Questions 20 to 24 in section A are five marks questions. These are to be answered in about 70 words each.

ix) Questions 25 to 42 in section B are multiple choice questions based on practical skills. Each question is a one mark question. You are to select one most appropriate response out of the four provided to you.
SECTION - A

1. State the law of conservation of mass.  

2. Gram seeds are soaked in water and upon becoming tender, they split into two equal halves. State the name of these two halves.  

3. What is meant by the term biosphere?  

4. List two similarities and two differences between the structures/features of amoeba and euglena.  

5. State in tabular form the method of transmission of each of the following diseases.  
   (a) Cholera  
   (b) HIV-AIDS  
   (c) Malaria  
   (d) Pneumonia  

6. State the difference between density and relative density. Relative density of gold is 19.3. If the mass of one cubic metre of water is 1000 kg find the density of gold in SI units.  

7. How is work defined in Science? When do we say that one joule work has been done by a force on an object?  

8. Write the meaning of formula unit mass. How is it determined? Calculate the formula unit mass of a compound, \( \text{Na}_2\text{S}_2\text{O}_3 \) (Given, atomic mass of \( \text{Na}=23 \text{ u} \); \( \text{S}=32 \text{ u} \); \( \text{O}=16 \text{ u} \)).  

9. List three conclusions drawn by Rutherford from his \( \alpha \)-particle scattering experiment. State three features of nuclear model of an atom put forward by Rutherford.  

10. Composition of the nuclei of two atomic species A and B are given below:  

   \[
   \begin{array}{ccc}
   & \text{A} & \text{B} \\
   \text{Protons} & 6 & 6 \\
   \text{Neutrons} & 6 & 8 \\
   \end{array}
   \]

   (i) State the mass numbers of A and B.  
   (ii) What is the charge on the atoms A and B?  
   (iii) State the relationship between the two species.  

11. List any two basis of five kingdom classification proposed by Robert Whittaker. Mention in brief the basis of classification between:  
   (a) bacteria and fungi;  
   (b) plants and animals.  

   3
12. List in tabular form any three distinguishing features between the animals belonging to the
tree group and mammalia group. 3

13. There are lots of advertisements through signboards and mass media about the childhood
immunisation under the Public Health Programme. State in brief the principle behind
immunisation. List three infectious diseases against which children are immunised in our
country. 3

14. State the meaning of 1 pascal. A boy of mass 40 kg is standing on loose sand. If the area
of his feet is 0.04 m² calculate the pressure exerted by the boy on the sand. (g=10 m/s²) 3

15. Distinguish between positive work and negative work. When you lift an object up, two forces
act on it. Identify these forces. Which one of the two does:
(a) positive work,
(b) negative work?
Justify your answer. 3

16. Define power. Derive its SI unit. An electric bulb is rated 10 W. What does it mean? What is
the energy consumed in joules if it is used for 5 minutes? 3

17. State in brief how sound is produced and how it is transmitted through a medium and received
by our ears. Name the type of waves responsible for the vibrations of our eardrum. 3

18. List two human activities responsible for the pollution of water bodies. State in brief two harmful
effects on the life form that are found in water bodies having wonderful balance between
various organisms surviving in them since long. 3

19. What is soil? State its main constituents. List any two practices that are followed for preventing
or reducing the soil erosion. 3

20. List six postulates of Dalton’s atomic theory. State the law of constant proportion and explain
it with the help of an example of a familiar compound. 5

OR

Define following terms:
(a) One mole of a species
(b) Gram atomic mass

Calculate the number of molecules of sulphur (S₂) present in 512 g of solid sulphur. Given,
atomic mass of S=32 u; Avogadro number (Nₐ)=6.022 × 10²³ per mole. 5

21. A person enters a museum and observe the animal specimens. He looks at the one marked
“Salamander” and calls it a “Lizard”. How will you explain to him that Salamanders and Lizards
belong to two different classes? List four distinguishing features and also give one example
each of the other members of the above two classes. 5

OR

Distinguish between gymnosperms and angiosperms in respect of the following characters:
(a) Nature of Seeds (b) Reproductive Organs
(c) Xylem (d) Phloem
22. Define potential energy. Derive an expression for the gravitational potential energy of an object of mass ‘m’ at a height ‘h’ above the earth’s surface.

A ball of mass 0.25 kg is moving horizontally with a uniform velocity of 25 ms\(^{-1}\). Calculate the kinetic energy possessed by the ball.

OR

Define kinetic energy. Derive an expression for the kinetic energy of an object of mass ‘m’ moving horizontally with a uniform velocity ‘v’.

Calculate the energy possessed by an object of mass 50 kg when it is at rest at a height of 10 m above the earth’s surface. (Given \(g = 10 \text{ ms}^{-2}\))

23. Define the following terms and state their S. I. units:

(a) Wavelength  
(b) Frequency  
(c) Amplitude

Derive a relationship to show how the wavelength and frequency of a sound wave are related to its speed.

OR

With the help of a simple diagram describe in brief how depth of seabed at a place is determined by a SONAR.

A SONAR device on a submarine sends out a signal and receives its echo 3s later. If the speed of sound waves in sea water is 1530 ms\(^{-1}\) find the depth of the seabed below the submarine.

24. What are the biogeochemical cycles? Which gas makes up 78% of our atmosphere and is also a part of many molecules essential to life? Draw a flow chart to illustrate the cycle of this gas in nature.

OR

State two forms in which the elemental oxygen is found in the earth’s atmosphere. Mention in brief the essential function performed by each at the place they are found. What are CFCs and why are these considered harmful for the life on the earth?
SECTION - B

25. A student noted down the following precautions for the experiment “To verify the law of conservation of mass in a chemical reaction.”
   i. The spring balance should be held vertical while in use.
   ii. Before making use of the spring balance it must be ensured that its pointer is at zero mark.
   iii. The reading of the balance should be noted only when its pointer comes to rest.
   iv. Mixing of two solutions be done quickly.
   v. Chemical reaction should be exothermic.
   The precautions which need modifications are
   a. I and II 
   b. II and III
   c. III and IV 
   d. IV and V

26. For the verification of the law of conservation of mass in a chemical reaction four students A, B, C and D performed the following reactions.
   (A) Added calcium oxide to water.
   (B) Heated ferrous sulphate crystals in a test tube.
   (C) Dipped iron nails in copper sulphate solution.
   (D) Added barium chloride (aq) to sodium sulphate (aq)
   The student who is likely to get best results is
   (a) A 
   (b) B
   (c) C 
   (d) D

27. Which one of the following is the correct statement with reference to cockroach?
   (a) Exoskeleton is soft
   (b) Exoskeleton is chitinous
   (c) Endoskeleton is soft
   (d) Endoskeleton is chitinous

28. In Agaricus, the umbrella shaped above ground part that we observe is
   (a) Button Stage 
   (b) Fruiting Body
29. The forelimbs of birds are modified as
   (a) Legs  (b) Scales
   (c) Wings (d) Clawed Toes

30. Four students A, B, C and D observed roots and leaves of gram and reported as under:-
   (a) fibrous root and reticulate venation.
   (b) fibrous root and parallel venation.
   (c) tap root and reticulate venation.
   (d) tap root and parallel venation.

31. A student observes a plant body in form of undivided thalus or filamentous structure, not differentiated into roots, stem and leaves. This plant must be
   (a) Agaricus  (b) Fern
   (c) Pinus      (d) Spirogyra

32. The sequence of developmental stages during the life cycle of a mosquitos may be represented as:-
   (a) egg, pupa, larva, adult
   (b) egg, larva, pupa, adult
   (c) larva, egg, pupa, adult
   (d) larva, pupa, egg, adult

33. You are given a sphere of radius 2 cm which is made up of an alloy of density 8000 kgm\(^{-3}\). If in your school laboratory spring balances of following specifications are available, which one would you select to determine the weight of the given sphere most accurately?
   (a) Range (0-100) gwt; Least Count 1.0 gwt
   (b) Range (0-250) gwt; Least Count 2.5 gwt
   (c) Range (0-500) gwt; Least Count 2.5 gwt
   (d) Range (0-1000) gwt; Least Count 5.0 gwt

34. A student noted the following observations:
   (i) Weight of stone in air = 274 gwt
The prescribed syllabus will be assessed using formative and summative assessments in the following manner:

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<thead>
<tr>
<th></th>
<th>Term-I</th>
<th>Term-II</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Formative Assessment 1 and 2, 3 and 4</td>
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<td>20%</td>
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<tr>
<td>Summative Assessment 1 and 2</td>
<td>30%</td>
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<td>TOTAL</td>
<td>50%</td>
<td>50%</td>
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The formative assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Class IX

Unit 1 : India and the Contemporary World - I

40 Periods

<table>
<thead>
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<th>Themes</th>
<th>Objectives</th>
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<tbody>
<tr>
<td><strong>Term I</strong></td>
<td></td>
</tr>
<tr>
<td>Two themes from the first sub-unit and one each from the second and third subunits could be studied.</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-unit 1.1 : Events and processes.</strong></td>
<td></td>
</tr>
<tr>
<td>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</td>
<td></td>
</tr>
<tr>
<td><strong>Two themes of the following :</strong></td>
<td></td>
</tr>
<tr>
<td>1. French Revolution :</td>
<td></td>
</tr>
<tr>
<td>□ In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</td>
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</tr>
<tr>
<td>□ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</td>
<td></td>
</tr>
<tr>
<td>□ Show how written, oral and visual material can be used to recover the history of revolutions.</td>
<td></td>
</tr>
<tr>
<td>□ Explore the history of socialism through a study</td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>Objectives</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>(a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. <strong>Compulsory</strong> <em>(Chapter-1)</em></td>
<td>of the Russian revolution.</td>
</tr>
<tr>
<td>2. Russian Revolution. <em>(any one)</em></td>
<td>- Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</td>
</tr>
<tr>
<td>(a) The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. <em>(Chapter 2)</em></td>
<td>- Discuss the critical significance of Nazism in shaping the politics of modern world.</td>
</tr>
<tr>
<td>3. Rise of Nazism. <em>(any one)</em></td>
<td>- Familiarize students with the speeches and writings of Nazi leaders.</td>
</tr>
<tr>
<td>(a) The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. <em>(Chapter 3)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Term II**
**Sub-unit 1.2 : Economies and Livelihoods**

The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.

**Any one theme of the following :**

4. Pastoralists in the modern world. *(any one)*

(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?

Case studies : focus on two pastoral groups, one from Africa and one from India. *(Chapter 5)*

5. Forest society and colonialism : *(any one)*

(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.

Case studies : focus on two forest movements one in colonial India (Bastar) and one in Indonesia. *(Chapter 4)*

- Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets.
- Point to the varying patterns of developments within pastoral societies in different places.
- Look at the impact of colonialism on forest societies, and the implication of scientific forestry.
- Discuss the social and cultural world of forest communities through the study of specific revolts.
- Understand how oral traditions can be used to explore tribal revolts.
- Show the different processes through which agrarian transformation may occur in the modern world.
### Themes

<table>
<thead>
<tr>
<th>6. Farmers and peasants:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world.</td>
<td></td>
</tr>
<tr>
<td>Case studies: focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)</td>
<td></td>
</tr>
</tbody>
</table>

### Objectives

- Understand how agricultural systems in India are different from that in other countries.
- Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.
- Suggest how sports also have a history and that it is linked up with the politics of power and domination.
- Introduce students to some of the stories in cricket that have historical significance.
- Show how clothing has a history, and how it is linked to questions of cultural identity.
- Discuss how clothing has been the focus of intense social battles.

### Term II

#### Sub-unit 1.3: Culture, Identity and Society

The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.

#### Any one of the following:

7. **Sports and politics**:

   The story of cricket (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)

8. **Clothes and cultures**. (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)
## Unit 2: India - Land and the People

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term I</strong></td>
<td></td>
</tr>
<tr>
<td>1. <strong>India</strong>: location, relief, structure, major physiographic units. <em>(Chapter 1&amp;2)</em></td>
<td>To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types</td>
</tr>
<tr>
<td>2. <strong>Drainage</strong>: major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. <em>(Chapter 3)</em></td>
<td>To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. To explain the importance and unifying role of monsoons;</td>
</tr>
<tr>
<td><strong>Term II</strong></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Climate</strong>: factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. <em>(Chapter 4)</em></td>
<td>To understand the river systems of the country and explain the role of rivers in the evolution of human society.</td>
</tr>
<tr>
<td>4. <strong>Natural Vegetation</strong>: vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. <em>(Chapter 5)</em></td>
<td>To find out the nature of diverse flora and fauna as well as their distribution; To develop concern about the need to protect the bio-diversity of our country;</td>
</tr>
<tr>
<td>5. <strong>Wildlife</strong>: major species, their distribution, need for conservation and various measures. <em>(Chapter 5)</em></td>
<td>To analyse the uneven nature of population distribution and show concern about the large size of our population; To understand the various occupations of people and explain various factors of population change; To explain various dimension of national policy and understand the needs of adolescents as underserved group.</td>
</tr>
<tr>
<td>6. <strong>Population</strong>: size, distribution, age-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy: adolescents as under-served population group with special needs. <em>(Chapter 6)</em></td>
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<tr>
<td>7. <strong>Map Work</strong> <em>(3 marks)</em>.</td>
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</tbody>
</table>
Project/Activity

Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters

River pollution
Depletion of forests and ecological imbalance.

Unit - 3 : Democratic Politics I

40 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term I</strong></td>
<td></td>
</tr>
<tr>
<td>1. <strong>What is democracy? Why democracy?</strong></td>
<td>- Develop conceptual skills of defining democracy</td>
</tr>
<tr>
<td></td>
<td>- Understand how different historical processes and forces have promoted democracy.</td>
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<tr>
<td></td>
<td>- Developing a sophisticated defence of democracy against common prejudices</td>
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<tr>
<td></td>
<td>- Develop a historical sense of the choice and nature of democracy in India.</td>
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<tr>
<td></td>
<td>- Introduction to the process of Constitution making</td>
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<td></td>
<td>- Develop respect for the Constitution and appreciation for Constitutional values</td>
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<tr>
<td></td>
<td>- Recognise that constitution is a living document that undergoes changes.</td>
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<tr>
<td></td>
<td>- Introduce the idea of representative democracy via competitive party politics</td>
</tr>
<tr>
<td></td>
<td>- Familiarise with our electoral system and reasons for choosing this</td>
</tr>
<tr>
<td>2. <strong>Designing of Democracy in India</strong></td>
<td>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</td>
</tr>
<tr>
<td>Themes</td>
<td>Learning Objectives</td>
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<tr>
<td>--------</td>
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</tr>
<tr>
<td><strong>Term II</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 3. **Electoral politics in democracy** | - Develop an appreciation of citizen’s increased participation in electoral politics  
- Recognise the significance of the Election Commission  
- Provide an overview of central governmental structures  
- Sensitise to the key role of the Parliament and its procedures  
- Distinguish between nominal and real executive authorities and functions  
- Understand the parliamentary system of executive’s accountability to the legislature  
- Develop a citizens’ awareness of their rights |
| **4. Institutions of parliamentary democracy** | - Introduction to and appreciation of the Fundamental Rights  
- Recognition of the ways in which these rights are exercised and denied in real life situations.  
- Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission. |
| **5. Citizens’ rights in democracy** | - Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6) |

**Unit - 4 : Understanding Economic Development - I**

**40 Periods**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term I</strong></td>
<td></td>
</tr>
<tr>
<td>1. <strong>The economic story of Palampore</strong>: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</td>
<td>Familiarising the children with some basic economic concepts through an imaginary story of a village</td>
</tr>
<tr>
<td>2. <strong>People as Resource</strong>: Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource;</td>
<td>Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building</td>
</tr>
</tbody>
</table>
Suggested Activities / Instructions:

**Theme I**: Give more examples of activities done by different workers and farmers. Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

**Theme II**: Discuss the impact of unemployment.

Debate on whether all the activities done by women should be included or not.

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

**Theme IV**: Visit a few farms in a village and collect the details of foodgrains cultivated;

Visit a nearby ration shop and collect the details of goods available;

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.
Unit - 5: Disaster Management

Term I
1. Introduction to Disaster Management (Chapter 1)
2. Common Hazards - Prevention and Mitigation (Chapter 2)

Term II
3. Man made disasters - Nuclear, Biological and Chemical. (Chapter 3)
4. Community Based Disaster Management. (Chapter 4)

PREScribed Textbooks:
1. India and the Contemporary World History - Published by NCERT
2. Contemporay India - Geography - Published by NCERT
3. Democratic Politics - Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE
8. SOCIAL SCIENCE  
Code No. 087  
Class-IX  
Summative Assessment- II  
March - 2012  
Design of Question paper

TIME : 3 Hrs  
MM : 90

1. WEIGHTAGE TO FORM OF QUESTIONS

<table>
<thead>
<tr>
<th>Form of Questions</th>
<th>Marks of Each Question</th>
<th>Number of Questions</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. M.C.Qs.</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2. Short Answer (S.A.)</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>3. Long Answer (L.A.)</td>
<td>5</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>4. Map Question</td>
<td>4</td>
<td>1</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>31</td>
<td>90</td>
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</tbody>
</table>

2. UNIT-WISE DIVISION OF QUESTIONS

<table>
<thead>
<tr>
<th>Unit No. (Subject)</th>
<th>Marks</th>
<th>No. of 1 mark Questions</th>
<th>No. of 3 marks Questions</th>
<th>No. of 5 marks Questions</th>
<th>Map Question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. India and the Contemporary World I (History)</td>
<td>23</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>23 (7)</td>
</tr>
<tr>
<td>2. Contemporary India I (Geography)</td>
<td>23</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>23 (8)</td>
</tr>
<tr>
<td>3. Democratic Politics I (Pol. Sc.)</td>
<td>22</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>22 (8)</td>
</tr>
<tr>
<td>4. Economics I</td>
<td>22</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>22 (8)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>90</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>1</td>
<td>90(31)</td>
</tr>
</tbody>
</table>
**Sample Question Paper**  
**SOCIAL SCIENCE**  
**Class-IX**  
**Summative Assessment- II**  
**March - 2012**

<table>
<thead>
<tr>
<th>Unit No. &amp; Subject</th>
<th>Chapter No. of the Prescribed Textbook &amp; Topics of the Syllabus</th>
<th>From of Questions</th>
<th>Total of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I History</strong></td>
<td>Ch. 4 Forest society and colonialism OR Ch. 5 Pastoralists in the Modern World OR Ch. 6 Farmers and Peasants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch. 7 Sports and Politics OR Ch. 8 Clothes and cultures</td>
<td>M.C.Q. (1 mark each)</td>
<td>S.A.Q. (3 marks each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>3 (1)</td>
</tr>
<tr>
<td><strong>II Geography and Wildlife</strong></td>
<td>Ch. 4 Climate OR Ch. 5 Natural Vegetation OR Ch. 6 Population</td>
<td>1, 2</td>
<td>6 (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 (2)</td>
<td>13,14</td>
</tr>
<tr>
<td><strong>III Political Science</strong></td>
<td>Ch. 4 Electoral Politics in Democracy OR Ch. 5 Institutions of Parliamentary Democracy OR Ch. 6 Citizens' Rights in Democracy</td>
<td>5 (1)</td>
<td>17,18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 (2)</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (1)</td>
<td></td>
</tr>
<tr>
<td><strong>IV Economics</strong></td>
<td>Ch. 3 Poverty as a challenge OR Ch.4 Food Security</td>
<td>8 (1)</td>
<td>20,21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9,10 (2)</td>
<td>6 (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (1)</td>
<td>30</td>
</tr>
</tbody>
</table>

**Note:**  
(i) Figures within brackets indicate number of Questions in the question paper and outside the brackets their total marks  
(ii) Figures within circles indicate Sl. Nos. of Questions in the Questions Paper.
Time: 3 Hrs

Geography

Chapter 4  
(Climate)  
(Meteorological Stations)

For Location & Labelling: Thiruvananthapuram, Chennai, Jodhpur, Jaipur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur.

Chapter 5  
(Natural Vegetation & Wild life)

(a) For Location & Labelling:
   (i) National Parks: Corbett, Kaziranga, Ranthambhor, Dachigam, Rajaji, Shivpuri, Kanha Kisli, Simlipal, Keoladeo Guindy, Bandipur,
   (ii) Wild life Sanctuaries: Sariska, Mudumalai, Periyar, Chandaka.

(b) For Identification:
   Forest Zones: Tropical Evergreen Forests, Tropical Thorn Forests, Mangrove Forests, Tropical Deciduous Forests, Montane Forests.

Chapter 6  
(Population)

(a) For Location & Labelling:
   The state having highest density of population.
   The state having lowest density of population.
   The state having highest sex ratio.
   The state having lowest sex ratio.
   The most populous state of India.
   The most sparsely populated state of India.

Note: Items for location & Labelling may be asked for identification.
1. Till the eighteenth century the shape of the cricket bat was in the shape of hockey stick. Choose the correct reason:
   a) The ground was uneven.
   b) The ball was bowled underarm along the ground.
   c) There was no limit on the shape and the size of the bat.
   d) It was easy to play in open ground.

OR

Which combination was suggested by the Rabindra Nath Tagore for India's national dress?
   a) Elements of Hindu and Muslim Dress.
   b) Elements of Hindu and Parsi Dress.
   c) Elements of Muslim and European Dress.
   d) Elements of European and Hindu Dress.

2. Why is cricket match different from other sports? Choose the correct answer.
   a) The match can go on for five days and still end in a draw.
   b) The playing time is an hour and half.
c) The dimension of the playing area is specified.
d) The game gets completed in nine innings.

OR

The red cap introduced by Jacobin Club symbolized:

a) Liberty
b) Equality
c) Broken Chain
d) Fraternity

3. Which one of the following types of forests is found in the Ganga-Brahmaputra Delta?
   a) Thorny forest
   b) Montane forest
c) Mangrove forest
d) Tropical Rain forest

4. Which one of the following provides an ideal habitat for the animal ‘Yak’?
   a) Sunderbans
   b) Swampy and marshy lands of Assam
c) Rann of Kutch
d) Freezing high altitudes of Ladakh

5. Which of the following statements is against the democratic process of elections?
   a) Parties and candidates should be free to contest elections.
b) Elections must be held regularly immediately after the term is over.
c) The right to vote should be given to the selected people only.
d) Elections should be conducted in a free and fair manner.

6. Which one of the following is a violation of the right to life or personal liberty?
   a) The arrested person was informed about the reason of his arrest.
b) He was produced before the court within 24 hours of his arrest.
c) He was not allowed to consult his lawyer.
d) He was shown the warrant before arrest.

7. Which one of the following rights is available to the citizens of India and not to the citizens of Saudi Arabia?
   a) The country is ruled by a hereditary king.
b) Citizens cannot form political parties.
c) Women are subjected to many public restrictions.
d) Citizens enjoy the freedom of religion.

8. Which one of the following is not considered as a social indicator of poverty?
   a) Illiteracy level.
b) Lack of access of health care.
c) Inadequate safe drinking water.
d) Ample job opportunities.

9. Which one of the following does not ensure food security to the people?
   a) Enough food is available for all the persons.
   b) All persons have the capacity to buy food.
   c) Extremely inadequate purchasing power.
   d) There is no barrier on access to food.

10. Which Institution was set up by the Maharashtra Academy of Development Science (ADS) to facilitate a network of NGOs in different regions?
    a) Gramin Bank
    b) Grain Bank
    c) Commercial Bank
    d) Food Corporation of India

11. What is shifting cultivation? Why did the European foresters discourage the practice of shifting cultivation?
    OR
    How did the Pastoralists cope with the changes in the modern world?
    OR
    Explain the impact of introduction of machines in agriculture on poor farmers.

12. State any three important changes introduced in the game of cricket during the 19th century?
    OR
    What was the main objective of Sumptuary laws? Mention any two restrictions imposed under these laws.

13. How is the climate of India governed by the atmospheric conditions? Explain with three suitable examples.

14. Describe any three features of advancing monsoon season.

15. In which region are the tropical thorny forests and shrubs found in India? Mention any four characteristics of such type of vegetation.

16. Explain three main processes of change of population in India.

17. How does the Election Commission of India regulate campaigns of political parties and candidates to ensure fair and equal chances to compete?

18. What are 'Reserved Constituencies'? Why was the system of reserved constituencies introduced in India?

19. Explain any three powers of the Prime Minister of India as Head of the State.

20. Explain with examples how the poverty line is estimated in India?

21. Explain any three causes for the widespread poverty in India.
22. Describe the three dimensions of food security. 

23. Explain any five ideas of Dietech Brandis for management of forests in India during British period.

OR

Why are Maasais of Africa continuously losing their grazing grounds? Explain any five reasons.

OR

How did the Enclosure Movement benefit Britain. Explain any fine benefits.

24. Explain any five reasons for increase in deforestation under colonial rule.

OR

What was the impact of the colonial policies on the life of the pastoralists. Explain any five.

OR

Why were the peasants not willing to grow opium in their fields?

25. "The Battle of Waterloo was won on the playing field of Eton". Justify the statement with any five suitable arguments.

OR

"The introduction of western style clothing in the 19th century in India met with severe reactions in different ways". Support the statement with suitable arguments.


27. Name the two houses of Parliament in India. Which of the two houses is more powerful? Justify your answer with three suitable arguments.

28. "Rights are necessary for the very sustenance of a democracy". Give any five arguments to support the statement.

29. Explain five important anti-poverty measures undertaken by the Government of India.

30. What is buffer stock? Why is the buffer stock created by the government?

31.a) Two features A and B are shown in the political outline map of India. Identify these features with the help of following information and write their correct names on the line marked on the map.

A- Type of forest
B- The state having lowest sex-ratio

b) On the same political outline map of India locate and label the following items with appropriate symbols:

(i) Thiruvananthapuram - A weather station
(ii) Corbett National Park
Note: The following questions are for the BLIND CANDIDATES only in lieu of Q.No. 31.

(31.1) Name the type of forest found in most parts of Arunachal Pradesh.

(31.2) Which state has the lowest sex ratio?

(31.3) Name the weather station located in the southern part of Karela.

(31.4) Name any national park located in Uttarakhand (Uttaranchal).