

1) Languages and Regional Contexts



Assessment Structure: 100 marks, 90 minutes; Descriptive questions

Syllabus:

Section I: Regional Language: 40 marks, 30 minutes

One Essay - Descriptive /Narrative / Argumentative

Section II: English: 60 marks, 1 hr.

One Essay (30 marks)- (Region /Culture Specific /Environment /Identity)

One Comprehension (15 marks) -Passage based Questions.

Grammar (15 marks) – Synonyms, Antonyms, Prepositions, Conjunctions, Subject – Verb Agreement etc (Class 6 standard)

Exemplar Questions

Regional Language Section

निम्नलिखित विषयों में से किसी एक विषय पर निबंध लिखें - (शब्द सीमा - 200) - अंक 40

प्रश्न १ ‘अंतरिक्ष पर्यटन (Space Tourism) एक नई संभावना है |’ कल्पना कीजिये आपको अंतरिक्ष में जाने का मौका मिला | आप अपने अनुभव को निबंध के रूप में लिखें | साथ में यह भी बताएँ कि आज से पचास वर्ष बाद अंतरिक्ष की सैर करने के क्षेत्र में क्या – क्या परिवर्तन होंगे ?

अथवा

प्रश्न २ कोरोना से बचने के लिए लॉकडाउन के वक्त आपने घर तथा बाहर

क्या -क्या तैयारी की ? इस दौरान कौन – कौन सी बातें आपको अच्छी लगीं तथा कौन – कौन सी बातें बुरी ? अपने अनुभव को लेख के रूप में लिखें |

अथवा

प्रश्न ३ नीचे दिए गए चित्र को ध्यान से देखिए और चित्र को आधार बनाकर वर्णन कीजिए अथवा कहानी लिखें जिसका सीधा वह स्पष्ट संबंध चित्र से होना चाहिए -



चित्र साभार:

दून स्कूल, विडियो क्लब

Exemplar Questions



English Language Section

Q1. Write an essay on any one of the following topics: (word limit – 200 words); 30 marks

Imagine that you are visiting a foreign country and have been asked to describe where you come from. Write a short essay for potential visitors to your region/city.

Your response could include (but need not be restricted to) the following:-

- Geography and climate of the region
- History/Historical significance
- Food, culture, languages, dialects
- Demographic details, economy
- Any other special theme that you might wish to share

OR

The beauty of India is its diversity. It is indeed a melting pot of diverse religions, languages and cultures. However, like all countries, we too have our challenges. Write a short essay on a particular issue of your region/city/state that you think needs to be worked on/addressed.

Your response could include (but need not be restricted to) the following:-

- What sort of issue- economic, social, cultural, etc?
- Background to this issue- how did this develop? What could have been some of the reasons for its development?
- What impact does it have on your region?
- What could be some of the solutions for this issue?
- What impact would these solutions have on this issue?

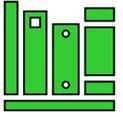
Q2. Read the passage below and answer the questions:

PARA - 1

One of the hardest and most harmful things about school – not just Doon but any other boarding school – is that boys are deprived of the love and day-to-day company of their fathers and mothers for two-thirds of the year – and possibly for longer, because when they do go back home for the holidays, parents are often so unused to spending time with their children that they don't quite know what to do with them even when they share the same roof. The boys, while growing up, hardly know what it is like to have a sister. The result of this lack of family life, of affection, is very difficult to assess, but I think it has a serious effect on the minds and hearts of the boys. It forces them to be more independent of their parents, certainly, but it also makes them more emotionally insecure, and as a result more eager, even desperate, to conform to their peer group, to seek popularity among their companions, and to appear as tough and cool as possible and as brutal as possible to those who are outside the group or younger than themselves.

PARA - 2

The sense of equality was something that Doon never laid any oppressive stress on, and it was more effective for that. It just happened. Boys dressed in same uniform regardless of their parents' wealth. They got the same amount of pocket money. Caste did not matter, religion did not matter, the part of the country you came from did not matter, the social status of your family was unimportant. It was a considerable sacrifice for my parents to send me and my brother here, and it was even more difficult for other parents – but it did not matter to us



that the boy next to us might be the son of a millionaire. Nor did it matter to him. Our friendships and enmities had almost nothing to do with the world outside Chand Bagh. This was a wonderful lesson, and a rare one: one that could not have been taught in a day school. For though in a day school, we would have had the company and affection and example of our parents, we would also have absorbed their social prejudices, and after school hours we would have mixed largely with children of the same social background, locality, and economic class.

Source: Vikram Seth's Founders Day speech 1992 – WEEKLY

- (i) Based on para 1 state two things which are not good about a boarding school like Doon. (4 Marks)
- (ii) Based on para 2 state two things which you like about Doon. (4 Marks)
- (iii) What are some characteristics of Day Schools mentioned in the second para? (4 Marks)
- (iv) Based on both the paragraphs give three reasons why you would like to come to Doon **OR** would not like to come to Doon School. (3 Marks)

Q3. Fill in the blanks with suitable prepositions (5 marks)

- (i) The cat fell _____ the well.
- (ii) Distribute the books _____ the boys.
- (iii) We should abide _____ the rules.
- (iv) The girl was standing _____ the bus stop waiting for the bus to Lucknow.
- (v) _____ working hard, he could not get good marks.

Q4. Fill in the blanks with suitable verb forms of the words given in bracket (10 marks)

- (i) The criminal _____ (attack) the boy with a blunt object.
- (ii) During Earthquake, the terrified residents _____ (flee) the apartment.
- (iii) The tax officer _____ (freeze) all of his bank accounts.
- (iv) Joey usually _____ (sit) at the back of the classroom.
- (v) Raghav _____ (decide) to study abroad.
- (vi) We were _____ (wake up) by loud music in the middle of the night.
- (vii) It _____ (rain) since last night, and it looks as if it may rain for the rest of the day.
- (viii) Sharon has decided _____ (work) hard and improve her performance.
- (ix) They _____ (come) next week to visit our house.
- (x) The brave boy _____ (swim) across the river to save his brother



2) Science

Assessment Structure: 40 marks, 40 minutes; Multiple Choice Questions and Very Short descriptive questions from the following syllabus.

Syllabus:

A) Biology & Environmental Sciences

Cell: Understanding of the cell as a functional and structural unit, size of cell,

Plant & Animal - Form and structure: To understand the basic structure and modification of forms- shoot and root in plants. To understand the basic structure of tissues and the form of various systems found in humans.

Health and hygiene: basic idea of health and hygiene pertaining to human beings.

Food & Nutrition in Plant and animal: To understand plant and animal as source of food, examples of edible parts of plant, components of food as carbohydrates, fat, protein, vitamins, and minerals- their rich sources, use in body, malnutrition, and tests. Understanding animal nutrition in general with specific reference to the human digestive system, its parts, functioning and role of enzymes. Understanding plant nutrition as photosynthesis, process, requirements, and outcome.

Life Processes – respiration, reproduction, and transportation (elementary idea) Basic idea of these processes, their types, and examples in general and organs or systems associated specifically in humans and plants where applicable.

Ecosystem & Adaptation: Basic idea of ecosystems and adaptations of animals in desert and water.

Natural Resources - Water, Air, Soil, Forest, Coal, and petroleum: Understanding the importance of each as a resource, their forms, availability, and utilisation.

Waste & Pollution: Understanding terms associated with waste and pollution, understanding waste generation, and taking care of it- incineration, landfill, composting etc., pollution of various types limited to soil, water and noise, their causes, and effects, finding solutions.

B) Chemistry:

States of matter: Concept about the three states of matter, application of particle theory to explain the properties associated with these states.

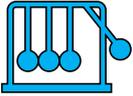
Elements, mixtures, and compounds: Classification of substances as pure and impure. Classification of pure substances as elements and compounds. Application of particle theory to classify substances as elements and compounds. Classification of elements as metals and nonmetals; their properties. Different types of mixtures and separation techniques.

Atoms, Molecules & Subatomic particles: Definition and concepts about atoms and molecules of elements and compounds. Name, symbol and formula of elements and compounds. Elementary idea about subatomic particles and structure of atoms.

Physical and Chemical changes; Chemical reactions: Differentiation between physical and chemical changes. Common types of chemical reactions. Reactants and Products. Word equation.

Water and Air: Water as a compound, sources, uses, properties. Water pollution. Purification of water. Composition of air, air as a mixture, air pollution, greenhouse effect, global warming, acid rain.

C) Physics:



Measurements: This topic is about units, instruments, and measurement techniques.

Motion, Force & Energy: This topic is about various types of motion of a body, its speed, velocity, distance travelled, acceleration, force, its definition, effects, energy, types of energy etc.

Light & Sound: This topic will be based on the understanding of light and sound as waves, its properties, ray diagrams, reflection and refraction, mirrors, speed, audible range, musical instruments etc.

Heat: This topic will be about heat as energy, temperature, its measurement, transfer of heat, effect on climate due to heat etc.

Electricity & Magnetism: This topic is about electric charge, electric current, electric energy, household appliances, magnets, its properties, and behaviour etc.

Astronomy: The topic will include the sky, stars, constellations, planets, asteroids, comets etc. Elementary ideas about ancient Indian astronomy will also be a part of this topic.

Exemplar Questions:

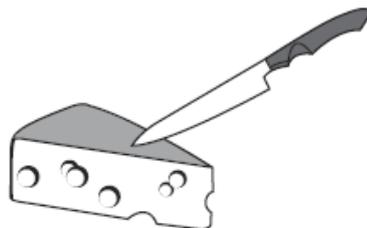
Multiple Choice Question

Ishita is walking along with her friend Divyani along a circular path of radius 'R'. After reaching a diametrically opposite point how much distance have, they covered

- a) 2R b) R c) 3R d) πR

Image Based Question (2 marks)

A sharp knife cuts through cheese more easily than a blunt knife.



The edge of the sharp knife has a smaller so the
..... acting on the knife produces a larger

Numerical/Text Based Questions:



Look at the table.

It shows the melting points and boiling points of some elements.

element	melting point in °C	boiling point in °C
gold	1064	2856
iron	1538	2861
mercury	-39	357
oxygen	-219	-183
sodium	98	883

Use the table to answer these questions.

(a) Write down the name of the element that melts at 1538 °C.

.....

(b) Which element is a liquid at room temperature (20 °C)?

.....

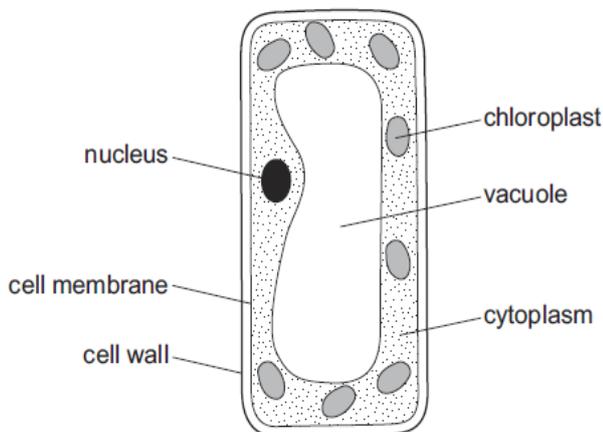
(c) Which element is a non-metal?

.....

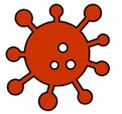
Drawing Based Question:



Copy the diagram below in the space marked underneath it and label three structures, which are not found in animal cells?



Open-ended/perspective questions:

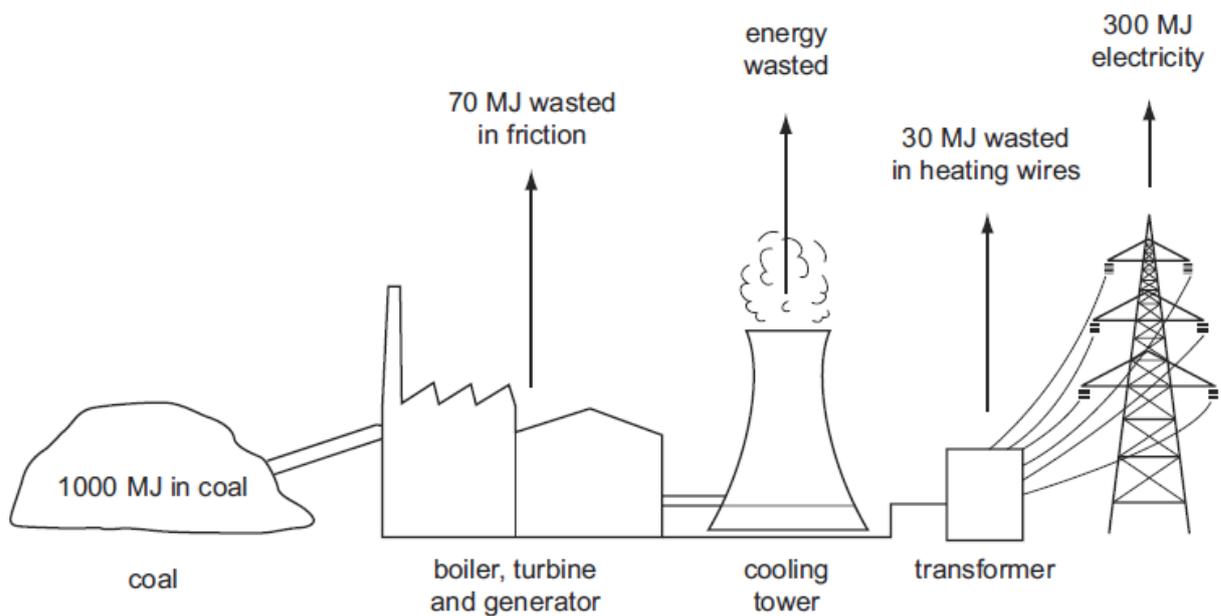


What according to you are the main two causes of the spread of Covid infection in India.

Interpretation/Idea based questions:

Study the diagram below and answer the following –

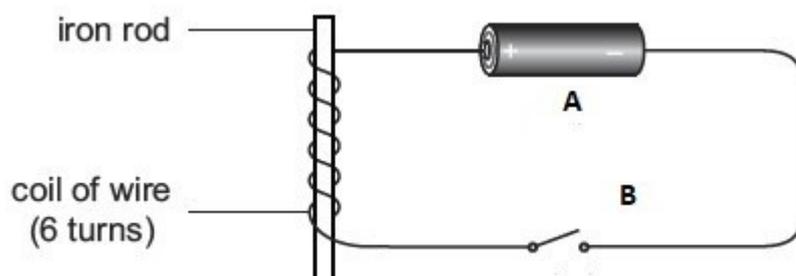
- a) Recognize the stage where the wastage is maximum. Can you suggest an idea by which it can be reduced?
- b) Why is a cooling tower required in this power plant?



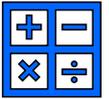
Instrument/Hands-on Skill Based Questions



Recognize the instruments marked 'A' & 'B' used in the circuit below –



3) Mathematics:



Assessment Structure: 35 marks, 35 minutes; Multiple Choice Questions and Very Short descriptive questions from the following syllabus.

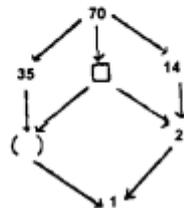
Syllabus:

Number sense & computational skills
Integers – concepts & applications
Factors and Multiples
Fractions, decimals & ratios
Geometry
Mensuration – area, perimeter & volume
Algebra – concepts & applications
Application in daily life/visual problems
Measurement & data interpretation
Graphical & shading skills
Open Problem solving – advanced & challenging

Exemplar Questions

1. In the figure below, two numbers are connected by an arrow. For example, $70 \rightarrow 14$ indicates that 70 can be divided by 14. When you can use any numbers in () and \square , except those already used in the figure, what number will fit into ()? Select one answer from (1) to (5).

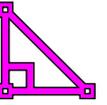
- (A) 3
- (B) 5
- (C) 7
- (D) 10
- (E) 15



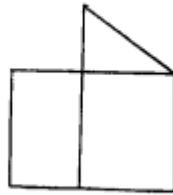
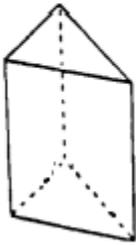
2. Which one is the biggest number among the following? Select one answer from (1) to (5).
- (1) $a - (-2)$
 - (2) $a - (-1/3)$
 - (3) $a - 0$
 - (4) $a + (-1/3)$
 - (5) $a + (-2)$

3. The least common multiple of 8, 12, and a third number is 120. Which of the following could be the third number?

- (A) 15
- (B) 16
- (C) 24
- (D) 32
- (E) 48

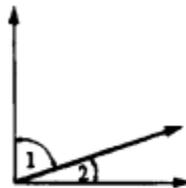


4. There is a triangular solid shown below on the left. We draw the figure unfolded halfway as shown below on the right. Draw a completely unfolded figure using a compass and a ruler.



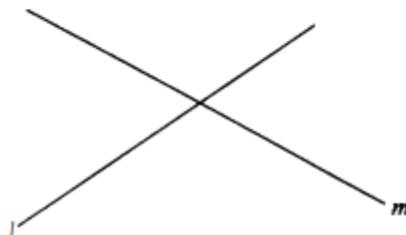
5. The sum of the measures of angles 1 and 2 in the figure below is 90° . What is the measure of the angle formed by the bisectors of these two angles?

- (A) 60°
- (B) 45°
- (C) 30°
- (D) 20°
- (E) 15°

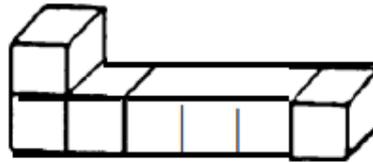


6. In the figure below, two lines l and m intersect each other. How many points are there that are 1 cm distant from both line l and line m ? Select one answer from (1) to (5).

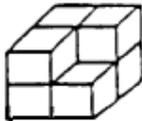
- (1) 1 point
- (2) 2 points
- (3) 3 points
- (4) 4 points
- (5) infinite points



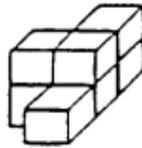
7. There are 7 cubic blocks with a side length of 1cm. Consider the surface area as we make a solid by using all blocks. For example, the surface area of the figure at the right is 30 square cm. In the following 5 solids, there is one solid which has a surface area different from the others. Select one answer from (1) to (5).



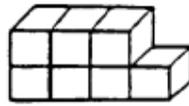
(1)



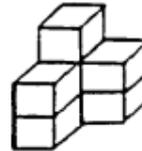
(2)



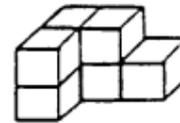
(3)



(4)



(5)



8. 2030 plants are to be planted in a garden in such a way that each row contains as many plants as the number of rows. Find the number of rows. How many plants would be left out in this arrangement?

4) Reasoning and Personal Skills



Assessment Structure: 25 marks, 45 minutes; A mix of comprehensive and interpretational questions.

Syllabus:

Section I:

This is dedicated to gauge Socio-Emotional Skills and Competency. Questions will be objective type and will be about their intra-personal and inter-personal skills, thoughts, and behaviour. This section does not require any preliminary preparation but would expect completely honest responses from the student.

Section II:

This will be sub divided into two parts mentioned below –

- a) **Verbal Reasoning** -- This will gauge student's verbal comprehension, logic, and reasoning all through student's understanding of language. It will be an assessment of student's ability to think, reason and solve problems. This may include analogies and relationships.

Exemplar questions



- 1) Completing the analogous pair: - In these questions, two words are given. These words are related to each other in some way. Another word is also given. You are required to find out the relationship between the first two words and choose the word from the given alternatives, which bears the same relationship to the third word, as the first two.

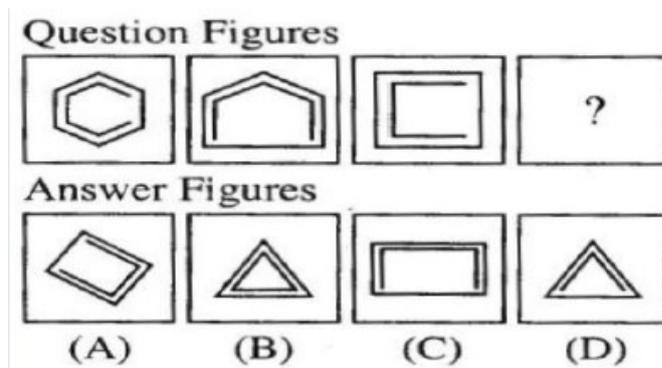
Neck: tie; Waist: ?

- a) Watch b) Belt c) Ribbon d) Shirt
- 2) The following consists of a group of items out of which all except one are like one another. You are required to choose the odd one out-

- a) Curd b) Butter c) Oil d) Cheese e) Cream

b) **Non-Verbal Reasoning** -- This will gauge the student's ability to understand and analyse visual information. This may include identifying relationships, similarities and differences between shapes, patterns, and visual sequences.

Exemplar questions



Section III:

This will consist of Situation Reaction Test. These will be designed to gauge the student's decision making, sense of ethics, empathy, and readiness to be in a boarding school. This does not require any preliminary preparation but expects honest responses from students.

END