**Q1.What is the difference between argumentative and descriptive writing? /10**

**Answer:**

Descriptive writing describes a person, place or thing in such a way that a picture is formed in the reader’s mind while an argumentative writing informs about an idea. The argumentative writing can convince the reader through logic and descriptive writing is generally based on personal experience. Argumentative writing proves a point with evidence.

**Q2. Find out ten modifiers in the given story /10**

**Answer: the following underlined and bolded words are modifiers:**

The Kingdom of Glora was home to Princess Isabella, a friendly young lady who was loved by the whole kingdom. She had two elder sisters, Rose and Juliette, but she was nothing like them. Rose was quite charming, but she was no match to Juliette. Nevertheless, they were both mean to Isabella because they were considered **conventionally** beautiful. They teased Isabella for her **plain** appearance and simplicity, and always made fun of her for playing with her toys. They coaxed her to dress up more, but Isabella paid no heed to her sisters and continued to play with her toys. She loved her dolls as they never called her names, but she often felt lonely. King Paul, her father, was distressed at the sorrow of his youngest child, and although he tried to spend his **free** time with her, he was often called away for **extended** periods because of his royal duties.

On a bright summer morning, the prince of the Kingdom of Meadow-Hill, Geoffrey, arrived in the Kingdom of Glora, seeking a bride. He was a year younger than Juliette, a year older than Rose, and two years older than Isabella. All the sisters were eager to meet the **handsome** prince. Prince Geoffrey first spoke to Juliette, praising her beautiful tresses. Flattered, Juliette told him how **lovingly** she took care of her hair. Geoffrey soon got tired of the conversation and tried to strike a conversation with Rose. To impress the **young** prince, Rose began describing her father’s court and talking about all the **famous** personalities in it. When Prince Geoffrey could hear no more, he decided to meet Isabella. As soon as he met her, he was awestruck by her beauty. Juliette and Rose scoffed at Isabelle, berating her **unkempt** hair. When the prince said she had **beautifu**l eyes, both Rose and Juliette declared that all the sisters had beautiful eyes. Prince Geoffrey said, “She is blessed with beautiful eyes indeed. But she plays with toys!” Juliette countered, trying to make young Isabella appear childish. “So what? Even I like playing with dolls.” Taking out a small doll from his pocket, he introduced it to everyone as Jane, his oldest friend. Isabella, delighted, offered to introduce him to her friends. When he agreed, she led him into the garden, leaving behind her **mean** sisters.

**Q3. Write a ten lines argumentative paragraph on the following topic /15**

1. Technology is a distraction

With so much comfort and convenience that technology has brought in our lives, it also ruined the social lives of many individuals. In general, the students are badly influenced by the extensive use of technology who spend most of their time using mobiles, laptops and computers for a long period of time. This has diverted their attention from doing their daily and school tasks. Games which are being played by youngsters, specifically by the students led them to anxiety and mental health issues. A recent survey done in the US states that almost 70% of the youngsters spend 8 consecutive months of the year on the use of smart phones and video games. Use of technology at early age leaves permanent effects on a human being for instance; mobiles and computers weaken eyes, damage brain which eventually may cause memory loss and it also causes anxiety in some people.

**Q4. Read the following text quickly and fill in the table. What do the numbers given in the table refer to?**

**Answer: /15**

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| 1% | Of the students had engaged in role-play. |
| 2% | Of the students had experienced field trips |
| 6% |  of the sample said they felt competent at writing essays, the staple A level assessment activity. |
| 13% | Of students felt their A-level course had prepared them very well for work at university |
| 16% | Of the students had used video/audio |
| 30% | of respondents claimed to have made significant use of primary sources (few felt very confident in handling them) and this had mostly been in connection with project work. |
| ¾ | Of the students felt it had prepared them fairly well. |
| 86% | of respondents reporting that their teachers had been more influential in their development as historians than the students' own reading and thinking. |