

केन्द्रीयविद्यालय संगठन, कोलकाता संभाग
KENDRIYA VIDYALAYA SANGHATHAN, KOLKATA REGION

सत्रांत परीक्षा / SESSION ENDING EXAMINATION (2025-26)

कक्षा / CLASS – IX

पूर्णांक / FULL MARKS – 80

समय / TIME – 3घंटे / Hrs.

विषय / SUBJECT – ENGLISH LANGUAGE AND LITERATURE (184)

GENERAL INSTRUCTIONS-

1. Please check that this question paper contains 11 questions and 12 printed pages.
2. Please write down the serial number of the question before attempting it.
3. During reading time students are not allowed to write any answer on the answer sheet.
4. This question paper is divided into 3 sections:
SECTION A – READING SKILLS
SECTION B – WRITING SKILLS AND GRAMMAR
SECTION C – LANGUAGE THROUGH LITERATURE
5. All questions are compulsory.
6. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
7. Do not exceed the prescribed word limit while answering the questions.

SECTION A – READING SKILLS (20 MARKS)		
1.	<p>Read the following passage carefully and answer the following questions: <u>Failure: A Necessary Teacher</u></p> <p>In a society that relentlessly celebrates success, failure is often treated as something to be hidden, excused, or feared. Marks, medals, and rankings dominate conversations in classrooms and homes alike, leaving little space to discuss mistakes or setbacks. As a result, many students grow up equating success with self-worth and viewing failure as a personal flaw rather than a learning opportunity. This fear prevents them from recognising that failure, when approached thoughtfully, can become one of the most powerful teachers in life.</p> <p>Failure exposes the gap between effort and outcome. It compels individuals to pause, reflect, and reassess their strategies. Unlike success, which may reinforce existing habits without questioning their effectiveness, failure demands change. It encourages learners to ask difficult but necessary questions: What went wrong? Why did it happen? What can be improved? Such reflective questioning sharpens judgement, builds resilience, and develops problem-solving abilities. Students who learn to analyse their</p>	10 Marks

failures gradually acquire adaptability—an essential skill in a world marked by constant change and uncertainty.

Ironically, the fear of failure often leads to even greater setbacks. When students focus only on avoiding mistakes, they hesitate to take risks or attempt challenging tasks. This reluctance limits creativity and discourages innovation. Learning, by its very nature, involves trial and error. Every scientific discovery, artistic breakthrough, or social reform has been shaped by repeated failures, revisions, and persistence. To treat failure as shameful is, therefore, to misunderstand the learning process itself.

Educational systems sometimes unintentionally reinforce this fear. An excessive emphasis on marks and rankings can reduce learning to mere performance rather than meaningful understanding. Students may memorise information efficiently to score well, yet struggle to apply concepts in unfamiliar or real-life situations. This reveals a crucial distinction between achievement and learning. While achievement measures outcomes at a particular moment, learning is a continuous process involving effort, reflection, and gradual improvement—often accompanied by failure.

A healthier approach is to view failure as feedback rather than defeat. Feedback provides direction; it highlights both strengths and weaknesses and offers opportunities for refinement. When students are encouraged to reflect on errors without judgement or embarrassment, they develop confidence and self-awareness. This mindset fosters perseverance, reduces anxiety, and enables learners to engage more deeply with their studies.

Ultimately, success without struggle is fragile, lacking the depth that comes from overcoming obstacles. Failure builds character by teaching patience, humility, and determination. In preparing students for life beyond examinations, education must normalise failure as an essential part of growth. When students learn not to fear failure, they gain the courage to learn, explore, and evolve.

(Created for academic usage;435 words)

A.	The author would most likely reject the idea that: (a) marks define intelligence (b) reflection improves growth (c) mistakes help learning (d) effort leads to improvement	1 Mark
B.	Which of the following best captures the author's view of success? (a) It always leads to improvement (b) It guarantees confidence (c) It encourages innovation (d) It may prevent self-examination	1 Mark

C.	Why does the author mention scientific discoveries and artistic breakthroughs? (a) To glorify intelligence (b) To emphasise memorisation (c) To illustrate learning through repeated failure (d) To criticise formal education	1 Mark									
D.	How does failure help in building character according to the author?	2 Marks									
E.	Assertion (A): Viewing failure as feedback reduces student anxiety. Reason (R): Feedback highlights only weaknesses. (a) Both A and R are true and R is the correct explanation of A (b) Both A and R are true but R is not the correct explanation of A (c) A is true but R is false (d) A is false but R is true	1 Mark									
F.	Which situation best reflects the author's recommended mindset? (a) A student avoids difficult questions to secure marks (b) A student analyses mistakes to improve future performance (c) A student memorises answers without understanding (d) A student compares ranks with peers	1 mark									
G.	The word "fragile" in the final paragraph most nearly means: (a) flexible (b) weak (c) temporary (d) valuable	1 Mark									
H.	State whether the given statement is True or False : The author believes that removing examinations will eliminate fear of failure.	1 Mark									
I.	Fill up the blank: Fear of failure can prevent students from _____, which limits their overall growth.	1 Mark									
2.	Read the following passage carefully and answer the following questions: <u>Decline in Physical Activity Among Urban School Students</u> A recent survey was conducted in three urban schools to study changes in physical activity levels among students of Classes VIII and IX. The survey covered 150 students and examined their daily involvement in outdoor games, exercise, and recreational sports. Data was collected through questionnaires, physical education records, and teacher observations. Daily Time Spent on Physical Activity (Pictorial Chart) Key:□ = 2% of students	10 Marks									
<table border="1"> <tr> <td>Less than 30 mins</td> <td></td> <td>(28%)</td> </tr> <tr> <td>30–60 mins</td> <td></td> <td>(42%)</td> </tr> <tr> <td>1–2 hours</td> <td></td> <td>(20%)</td> </tr> </table>		Less than 30 mins		(28%)	30–60 mins		(42%)	1–2 hours		(20%)	
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More than 2 hours		(10%)
<p>The findings revealed that 70% of students engaged in less than one hour of physical activity daily. Teachers reported that students in this group appeared more fatigued and less alert during morning classes. In contrast, students who participated in physical activity for more than one hour showed better energy levels and classroom engagement.</p> <p>The survey also explored reasons for reduced physical activity. Academic pressure, increased screen usage, and lack of accessible playgrounds were identified as major factors. Many students preferred indoor entertainment, which gradually replaced outdoor play. Physical education teachers observed that endurance levels among students had declined compared to previous years.</p> <p>In response, the schools introduced short activity breaks during class hours and encouraged participation in inter-house sports events. Parents were advised to promote outdoor play during weekends. The survey concluded that regular physical activity is essential not only for physical health but also for improving concentration, emotional well-being, and academic readiness among adolescents.</p> <p>(Created for academic usage; 254 words)</p>		
A.	<p>The overall intent of the passage is to</p> <p>(a) discourage screen use</p> <p>(b) highlight urban lifestyle problems</p> <p>(c) promote balanced student development</p> <p>(d) compare academic performance</p>	1 Mark
B.	<p>Replace the underlined phrase with the most suitable word:</p> <p>Students felt <u>physically exhausted</u> after prolonged inactivity.</p> <p>(a) bored</p> <p>(b) fatigued</p> <p>(c) distracted</p> <p>(d) all of the above</p>	1 Mark
C.	<p>Which group of students is most likely to show better classroom engagement according to the data, and why? (Refer to the given data to answer.)</p>	2 Marks
D.	<p>Assertion: Physical education has lost relevance in schools.</p> <p>Reason: Endurance levels have declined compared to earlier years.</p> <p>(a) Both A and R are true and R is the correct explanation of A</p> <p>(b) Both A and R are true but R is not the correct explanation of A</p> <p>(c) A is true but R is false</p>	1 Mark

	(d) A is false but R is true	
E.	Assertion: Activity breaks were introduced as a preventive measure. Reason: Schools recognised the link between physical movement and engagement in class. (a) Both A and R are true and R is the correct explanation of A (b) Both A and R are true but R is not the correct explanation of A (c) A is true but R is false (d) A is false but R is true	1 Mark
F.	If 150 students were surveyed, approximately how many students fall into the 1–2 hours activity category? (a) 15 (b) 30 (c) 45 (d) 60	1 Mark
G.	Which conclusion can be logically drawn from the data? (a) Limited physical activity affects both health and learning readiness (b) Screen time is the only cause of inactivity (c) Urban students dislike physical education (d) None of the above	1 Mark
H.	Fill up the blank: Students with minimal physical activity are more likely to experience _____ during academic hours.	1 Mark
I.	State whether the given statement is True or False : The study suggests technology must be completely avoided.	1 Mark
SECTION B – WRITING SKILLS AND GRAMMAR (20 MARKS)		
3.	Attempt any TEN of the following questions:	1 x 10 = 10 Marks
A.	Fill in the blanks with the most appropriate options from those given below: The guide informed us that the museum (a) _____ at six and (b) _____ reopened the next morning. (a) i. closes ii. was closed iii. is closing iv. has closed (b) i. is ii. was iii. would be iv. has been	1 Mark
B.	Fill in the blank by choosing the correct option: Neither Ramesh nor his friends _____ present today. a. was	1 Mark

	<p>b. were c. is d. has</p>	
C.	<p>Report the dialogue by completing the sentence: Teacher: Did you complete your homework? Ravi: Yes. The teacher asked Ravi _____. Ravi replied affirmatively.</p>	1 Mark
D.	<p>Identify the error in the given sentence and supply the correction: The number of accidents are increasing every year. Error: _____; Correction: _____</p>	1 Mark
E.	<p>Complete the given narrative by filling the blank with the correct option: Hardly _____ the meeting begun when several objections _____ raised. i. had / were ii. has / were iii. did / are iv. was / had been</p>	1 Mark
F.	<p>Complete the given narrative by filling the blank(s) with the most appropriate option from those given below: The teacher warned the students that they _____ submit the project on time or they _____ lose marks. i. can / may ii. must / might iii. should / must iv. could / can</p>	1 Mark
G.	<p>Identify the error and supply the correction for the given sentence: The importance of discipline are clearly highlighted. ERROR: _____; CORRECTION: _____</p>	1 Mark
H.	<p>Read the conversation and complete the reported speech by choosing the correct option: Rita said to Neha, "I haven't completed the project yet because I was ill last week." Rita told Neha that she _____ the project yet because she _____ ill the previous week. a. had not completed / had been b. has not completed / was c. did not complete / was d. had not completed / was</p>	1 Mark
I.	<p>Fill in the blank by choosing the correct option. Students must submit the form one day prior to _____ interview. (a) a (b) the</p>	1 Mark

	(c) their	
J.	Rewrite the following question in reported speech: The teacher said to the students, “Do you understand how this formula is derived?”	1 Mark
K.	Read the conversation and complete the reported speech by choosing the correct option: Arjun said, “I don’t know why the train has been delayed today.” Arjun said that he didn’t know why the train ____ delayed ____. a. is / that day b. has been / that day c. was / today d. had been / that day	1 Mark
4.	a. Write a descriptive paragraph on ViratKohli , a renowned Indian cricketer, on the basis of the hints/cues given below. (100–120 words) Hints / Cues: <ul style="list-style-type: none"> • Name: ViratKohli • Birth: 5 November 1988, Delhi • Sport: Cricket (Right-hand batsman) • Role in team: Former captain of Indian cricket team • Major achievements: Multiple international centuries, ICC awards, led India to top Test rankings • Fitness and discipline: Known for strict fitness regime and consistency • Personal qualities: Determination, confidence, leadership, aggressive yet focused attitude • Contribution to Indian cricket: Inspired a fitness culture among players • Off-field role: Youth icon and role model • Reason for admiration: Hard work, perseverance, and dedication to the nation OR, b. Write a descriptive paragraph on an event that changed your way of thinking . (Word limit: 100 – 120 words) Cues: <ul style="list-style-type: none"> • What the event was • Your initial reaction • Key moments • Realisation or change • Personal growth 	5 x 1 = 5 Marks

5.	<p>a. Write a story on the theme "Presence of mind saves lives." Add a suitable title. (Word limit: 100 – 120 words)</p> <p>OR,</p> <p>b. You are Pritama/ Pritam, a student of Class IX. Despite sincere preparation and hard work, you did not perform well in your Mathematics examination and failed to secure the expected marks. Write a diary entry expressing your disappointment, self-reflection, and determination to improve in the future. (Word limit: 100 – 120 words)</p>	5 x 1 = 5 Marks
SECTION C – LANGUAGE THROUGH LITERATURE (40 MARKS)		
6.	Read the following extract and answer the following questions:	5 Marks
6. 1.	<p>"The child wept more bitterly than ever now and only cried, 'I want my mother, I want my father!'"</p> <p><i>(The Lost Child)</i></p> <p>A. Assertion (A): All attractions lose value once the child is separated from parents. Reason (R): Emotional security outweighs material pleasure.</p> <p>a. Both A and R are true and R is the correct explanation of A b. Both A and R are true but R is not the correct explanation of A c. A is true but R is false d. A is false but R is true</p> <p>B. The repetition in the child's cry indicates: a. Anger b. Fear and desperation c. Command d. Disobedience</p> <p>C. The author wants to show that: a. Parents spoil children b. Children fear crowds c. Love is fundamental to happiness d. Fairs are dangerous</p> <p>D. Fill up the blank: The word "bitterly" suggests that the child's sorrow is _____ rather than temporary disappointment.</p> <p>E. The author places this line near the end of the story to: a. Increase suspense b. Create irony c. Reinforce the central theme d. Introduce a new conflict</p>	1 x 5 = 5 Marks
OR		

6.2.	<p><i>Sue rushed down. Behrman lived on the ground floor. He was a sixty-year-old painter. His lifelong dream was to paint a masterpiece but that had remained a dream. Sue poured out her worries to Behrman. She told him how Johnsy was convinced that she would die when the last leaf fell. "Is she stupid?" asked Behrman. "How can she be so foolish?"</i> (The Last Leaf)</p> <p>A.Assertion (A): Sue approaches Behrman to seek practical help in saving Johnsy's life. Reason (R): Behrman's experience as a painter gives him the authority to solve health-related problems.</p> <p>a. Both A and R are true and R explains A b. Both A and R are true but R does not explain A c. A is true but R is false d. A is false but R is true</p> <p>B. Fill up the blank: Johnsy's belief that she will die when the last leaf falls shows that she has lost _____ and is psychologically dependent on external signs.</p> <p>C. State whether the given statement is True or False: Behrman immediately dismisses Johnsy's belief without concern and takes no interest in helping.</p> <p>D. Sue pouring out her worries to Behrman demonstrates: a. That she doubts her own influence b. That friends play a critical role in emotional motivation c. That she prefers adult authority over professional advice d. That she believes Behrman will scold Johnsy</p> <p>E. Behrman's exclamation "<i>Is she stupid? How can she be so foolish?</i>" primarily reflects: a. His anger at children b. Concern and disbelief at Johnsy's fatalism c. Disregard for Sue's opinion d. Criticism of her artistic ambitions</p>	1 x 5 = 5 Marks
7.	Read the following extract and answer the following questions:	5 Marks
7.1.	<p><i>Remember, no men are strange, no countries foreign Beneath all uniforms, a single body breathes Like ours: the land our brothers walk upon Is earth like this, in which we all shall lie.</i> (No Men are Foreign)</p> <p>A.Assertion (A): The poet uses the idea of shared physical existence to</p>	1 x 5 = 5 Marks

	<p>oppose war. Reason (R): Recognising common humanity makes violence against others morally unjustifiable.</p> <p>a. Both A and R are true and R is the correct explanation of A b. Both A and R are true but R is not the correct explanation of A c. A is true but R is false d. A is false but R is true</p> <p>B. The repetition of the word “Remember” (in the poem) functions as: a. A warning b. A command of authority c. A moral appeal to conscience d. A poetic exaggeration</p> <p>C. The phrase “no men are strange” directly questions: a. Cultural traditions b. Assumptions of otherness c. Human curiosity d. National loyalty</p> <p>D. Fill up the blank: According to the extract, human differences are created by _____, while human similarity exists at the level of _____.</p> <p>E. The poet’s tone in the extract is best described as: a. Aggressive b. Ironical c. Persuasive and reflective d. Bitter</p>	
7.2.	<p>OR</p> <p><i>I shall be telling this with a sigh Somewhere ages and ages hence; Two roads diverged in a wood, and I — I took the one less travelled by, And that has made all the difference. (The Road not Taken)</i></p> <p>A. The repetition in “I— / I took the one less travelled by” highlights: a. Confusion in decision-making b. Pride in an unconventional choice c. Fear of consequences d. Hesitation caused by external pressure</p> <p>B. The word “sigh” most appropriately suggests:</p>	1 x 5 = 5 Marks

	<p>a. Complete satisfaction with life b. Deep regret over the past c. Reflective acceptance mixed with emotion d. Anger towards fate</p> <p>C. Assertion (A): The poet presents the chosen road as objectively superior to the other. Reason (R): The phrase “less travelled by” suggests greater difficulty and risk.</p> <p>a. Both A and R are true and R is the correct explanation of A b. Both A and R are true but R is not the correct explanation of A c. A is true but R is false d. A is false but R is true</p> <p>D. Fill up the blank: A student chooses a career path different from family expectations. This situation mirrors the poet’s <u>choice</u> of the “<u>one less travelled by</u>” because both involve _____ despite uncertainty.</p> <p>E. Fill up the blank: Overall, the extract conveys the message that life choices are _____ and carry long-term consequences.</p>	
8.	<p>Answer any FOUR of the following questions:</p> <p>A. Briefly describe the relationship between Kalam and his friends. (<i>My Childhood</i>)</p> <p>B. Analyse the significance of the mirror as a symbol in the story. (<i>The Snake and the Mirror</i>)</p> <p>C. In what sense does the title <i>A Truly Beautiful Mind</i> reflect Einstein’s humanitarian concerns? (<i>A Truly Beautiful Mind</i>)</p> <p>D. How does the poet contrast the tree’s external appearance with its hidden strength? What does this suggest about judging things (or people) by outward appearances? (<i>On Killing a Tree</i>)</p> <p>E. Explain the old woman’s behaviour and its consequences in the poem. (<i>A Legend of the Northland</i>)</p>	3 x 4 = 12 Marks
9.	<p>Answer any TWO of the following questions:</p> <p>A. Analyse the role of the swallow in the story. How does the swallow’s sacrifice reinforce the story’s moral message? (<i>The Happy Prince</i>)</p> <p>B. Analyse the contrast between the child’s initial excitement and his fear after losing his parents. (<i>The Lost Child</i>)</p> <p>C. What actions of the schoolmates change the author’s understanding of life and people, and comfort him emotionally? How does his loneliness vanish and how does she start participating in life? (<i>A House is not a Home</i>)</p>	3 x 2 = 6 Marks

10.	<p>A. Imagine you are A. P. J. Abdul Kalam as a young boy growing up in Rameswaram. Write a diary entry describing how your childhood experiences shaped your values and dreams.</p> <p>Hints / Cues to Include:</p> <ul style="list-style-type: none"> • Brief description of the family background and simple lifestyle • Influence of parents • An incident showing communal harmony • Attitude towards education, discipline, and hard work • How these childhood experiences became a source of inspiration • A concluding reflection <p>OR,</p> <p>B. Write a letter to a younger friend explaining how SantoshYadav and Maria Sharapova became successful. Give advice on how to achieve goals with courage and determination.</p> <p>Hints / Cues:</p> <ul style="list-style-type: none"> • Describe one major achievement of SantoshYadav and one of Maria Sharapova. • Mention the hardships or obstacles they faced. • How discipline, courage, and perseverance helped them succeed. • Advice on setting personal goals and working hard. • End with an encouraging note. 	6 x 1 = 6 Marks
11.	<p>A. Imagine you are Sue from <i>The Last Leaf</i>. Write a diary entry describing your feelings on the day Johnsy finally recovers, reflecting on hope, friendship, and the sacrifice of Behrman. In your entry, also compare how acts of selflessness in <i>The Happy Prince</i> inspire you to appreciate small acts of kindness.</p> <p>OR,</p> <p>B. Imagine you are Iswaran visiting the Kingdom of Fools. Write a short story or narrative describing how you would use your storytelling, cleverness, and wit to make the foolish king and his ministers understand the right way to rule.</p> <p>Hints / Cues to Include:</p> <ul style="list-style-type: none"> • How you introduce yourself to the king and ministers. • A clever story, example, or trick you use to teach them a lesson. • How humour and intelligence help you get your point across. • The reaction of the king and ministers to your story. • The lesson learned by the king and ministers at the end. 	6 x 1 = 6 Marks
