

PRACTICE PAPER MARKING SCHEME (2020-21)
CLASS XII ENGLISH CORE
SET-5

SECTION -A (40 MARKS)

1.DISCURSIVE PASSAGE {COMPETENCIES-comprehension,Interpretation inference vocabulary} 10 marks

- a) (iii) foresight
- b) (ii) that which supports sustainable development
- c) (ii) 2&4
- d) (i) man and man
- e) (iii) first and second
- f) (iii) identification with cosmos
- g) (iii) pioneer, futurist,refined
- h) (iv) All of the above
- I) (ii) four
- j) (iii) vital
- k) (iv) 1&4

2.Case based factual passage 10 marks

{COMPETENCIES-comprehension,Interpretation inference vocabulary}

- (a) (iv) easy availability of the internet
- (b) (iii) 2 and 3
- (c) (iv) 'incredible'.
- (d) (iii) option 3
- (e) (ii) plagiarism.
- (f) (ii) 2 and 4
- (g) (i) never using the internet for work and leisure
- (h) (i) indignant
- (i) (iii) more than 50% respondents stated enjoying both versions of books for leisure reading.
- (j) (ii) option 2
- (k) (i) 1, 3, 4,

LITERATURE

3.Attempt any two out of three 1x4 marks(competencies- comprehension and appreciation)

- (A)
- (a) (iv) temporary.
- (b) (i) hyperbole
- (c) (ii) necessity
- (d) (iii) rag-picking has attained the position of a skill.

(B)

- (a) (iii) the crowd was listening only to Gandhi.
- (b) (ii) dread instilled in the hearts of Indians had begun to lessen.
- (c) (iii) sarcastic
- (d) (ii) calm acceptance.

(C)

- (a) (i) curious and irritable
- (b) (ii) getting restless.
- (c) (ii) 2 and 4
- (d) (iv) shock, anger and disapproval.

4 Attempt one out of 2 (1 x 4 marks)(competencies- comprehension ,analysis, inference).

(A)

- (a) (ii) badly maintained walls.
- (b) (i) hopes and aspirations of the children.
- (c) (iv) irony.
- (d) (iii) life ahead for the slum children is as unclear and hazy as fog.

(B)

- (a) (iii) a life-giving force.
- (b) (i) sadness and nostalgia.
- (c) (i) aabb
- (d) (iii) imagery

5. Attempt EIGHT OUT OF TEN (1 x 8 marks)(competencies- comprehension ,analysis, inference,interpretation).

- (a) (iv) beautiful things never fade away
- (b) (iv) Douglas decided to practice relentlessly to overcome his fear.
- (c) (ii) the contrast between studying in the dreary classroom and playing outside freely.
- (d) (ii) trees provide relief from heat.
- (e) (i) was overwhelmed with emotions.
- (f) (iii) enterprising and persistent.
- (g) (iii) sympathy
- (h) (iii) limitless exploitation of natural resources.
- (i) (ii) a dream come true.
- (j) (iv) put on to cheer her mother.

Section B (40 marks)

WRITING (16marks)

Allotment of marks	Value point suggestion
<p>6. 3 Marks: Format: 1 / Content: 1 / Expression: 1)</p> <p>A-NOTICE (<u>Format</u>: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign & name of issuing authority/person with designation)</p> <p>B-ADVERTISEMENT</p>	<p>NOTICE</p> <p>Value Points: exquisite flower show, central park, date, time, entry ticket, any other necessary details</p> <p>ADVERTISEMENT</p> <p>Value Points: Type of accommodation, location, features of the accommodation (at least 3-4), type of tenant, (rent expected), Contact</p> <p>Any other relevant detail/point shall be accepted. → No marks to be deducted for exceeding word limit</p>

7.

3 Marks: Format: 1 / Content: 1 /
Expression: 1

(A) INVITATION

(B) INFORMAL REPLY OF
INVITATION

FORMAL INVITE (Card type)

Name of the host

- Standard expression
- Purpose of the invitation
- Day, date and time of the event
- Name of the place, location with complete address
- RSVP (Respond if it pleases you)
- Telephone or mobile number

OR

INFORMAL REPLY OF INVITATION

(letter type)

- Expression of gratitude for the invite
(Could include an appreciation of the initiative)
- Non-Acceptance of the invite
- Express your regret

<p>8.</p> <p>(5 Marks: Format: 1 / Content: 2 / Expression: 2)</p> <p>(A) Letter writing (to editor) Format:</p> <ol style="list-style-type: none"> 1. sender's address 2. date 3. receiver's address 4. subject 5. Salutation <p>(4 & 5 are interchangeable)</p> <ol style="list-style-type: none"> 6. Body of the letter 7. complimentary close <p>B Letter writing(application)</p> <p>(the format would also include 'enclosure/s')</p>	<p style="text-align: center;">Letter writing</p> <p>Value Points:Letter to the Editor</p> <ul style="list-style-type: none"> - Introduction - Describe the problem –environmental degradation and pollution – advancements are useless if clean air and water not available-severe air quality, contaminated water, deforestation-development of methods to minimize smoke from factories-segregation of waste- use public transport- environmental awareness- social responsibility- each individual’s contribution to keep environment free from pollution etc. <p style="text-align: center;">Accept any other relevant point</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Coverletter- <ul style="list-style-type: none"> → introduction → reference of the advertisement given (visual cue) → any relevant qualities that make the candidate suitable for the job—e.g. sincerity, creativity (any other relevant) ● Bio-data- (refer to the visualcue) <ul style="list-style-type: none"> → Qualifications and experience that matches the job profile- <p>Bio-data/Resume, Curriculum Vitae is an integral part of the job application. Bio-data Should include: Name, father’s name, Date of Birth/Age, Address, Hobbies, Languages known, Nationality, Educational Qualifications: Years, Marks and Subjects of the candidate, Name of University etc., Professional Qualifications, Experience, Salary Expected, References – At least 2 references</p>
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9.

5 Marks: Format: 1 / Content: 2 /
Expression: 2 [1coherence and
cohesion + 1 accuracy])

(A) Article

Format of the Article

- Heading
- By line (name,class)

(may be listed at the end too)

- Body (split into
paragraphs)

B-Report writing

Format of a report

- Title
- Reporter's name/ as a
correspondent

(B) Content (split into
para- graphs)

Article Writing –

Topic: Beautiful mind is better than a fair complexion
Suggested Value Points: Introduction – mention briefly the
attitude of the people towards dark complexion, Analysis,
reasons for this attitude

- impact on dark complexion people
 - Why this needs to be addressed
- Conclusion - suggestions what can be done

Report

Paragraph 1-expansion of the headline

Paragraph 2- description/ details (chronologically)

[**use of transition words expected**]

Paragraph 3- Activities during two days of an adult literacy
camp

Suggested value points: A report should answer the questions-

What – the name of the event and occasion

Where –When – Day, date, time

Participating teams – exciting, cheerful environment –set up on
the ground – crowd of cheering students -parents and SMC
members present – prize distribution and other significant details.

(make use of past tense; use of first person avoidable)

LITERATURE (24 marks)

10. Attempt any five of six

(5x2 marks = 10marks)

(2marks- 1 for content+1 for expression)

[Competencies- inference and critical thinking]

i.	Order had come from Berlin- Germans had put the notice on the bulletin board - Only Germans will be taught in schools of Alsace
ii.	Millions of children in India lose out on living the 'spring season' of their lives i.e. their childhood- deprived of education- forced to work
iii.	Determined- perseverance- strong- willed- etc.
iv.	Trees seem to be running past the moving car- symbolize youth, energy, action- presenting rapidly passing years of human's life.
v.	Opportunity for receiving education- right to live in a healthy, hygienic environment- achieved if stakeholders (governor, teacher, inspector, visitor etc) do more to help, authorities take action

vi.	Help us introspect on their destructive actions (waging wars, harm environment)- develop mutual understanding and love.
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11. Attempt any two of three (2x2 marks = 4marks)

(2marks- 1 for content+1forexpression)

[Competencies- inference and critical thinking]

i.	(accept all relevant answers supported by rationale) Large, complex, labyrinth-like - two levels- intercity & intracity trains available.
ii.	His wife felt nauseous during the operation- she was distressed- he was unable to help her
iii.	He didn't see any difference between flowers/plants and weeds- saw beauty of life- appreciated everything

12. Attempt one of two from Flamingo (5 marks- 3 for content + 2 for expression)

[Competencies- global comprehension and extrapolation beyond the text]

(A)	<p>Collected more information- first from the secretary of British Landlords' Association- then from British Official Commissioner of the Tirhut division</p> <ul style="list-style-type: none"> - No one cooperated - Gandhi's four extended meetings with Lieutenant Governor - An official commission of enquiry was setup- Gandhi was the sole representative of peasants - large amount of evidence against the planters- agreed to a refund- He agreed to a mere 25% refund - refund was unimportant- British, for the first time, were forced to give up a part of their prestige and give up money
	OR

(B)	<ul style="list-style-type: none">- Any other relevant point. <p>Loneliness and the need to bond with others illustrated through many characters- the peddler- lonely, walks alone- he is turned down every time he asks for shelter</p> <ul style="list-style-type: none">- Crofter also portrayed as a forlorn- welcomes peddlers into his cottage- happy to have someone- Iron- master and his daughter- pleased to have another person during Christmas
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13. Attempt any **two** from Vistas (5 marks- 3 for content + 2 for expression) [Competencies- global comprehension and extrapolation beyond the text]

<p>(A)</p>	<ul style="list-style-type: none"> - Adult and childhood perspective - Mother Skunk did not support the idea of a changed identity for baby Skunk - Roger Skunk felt alienated - had a bad smell - elders failed to recognize his feeling and pain - Mother Skunk vehemently opposed the changed smell - her reaction was impulsive - could have responded in a mature and subtle manner - to make the child understand her point of view - A healthy discussion in an amiable environment - can lead to agreeable solutions. <p>Accept any other relevant point</p> <p style="text-align: center;">OR</p>
<p>(B)</p>	<p>Suggested value points:</p> <ul style="list-style-type: none"> - Dr. Sadao trained to save lives, doctor, surgeon by profession - Patriotic Japanese - Though trained in America does not like all Americans, enemies of Japan during the war - Faced with dilemma of saving life of young, wounded, American soldier as trained by his profession or hand, him over to the police to fulfil his patriotic duty - Dr. Sadao rises above narrow prejudice against Americans - Saves the life of the American soldier – also finally helps him to escape. - Does this only after informing the General about his presence. - Dr. Sadao sure that he was indispensable for the General and nothing adverse would befall Him. - Dr. Sadao overcomes personal prejudices, gives a second life to the prisoner of war. - Realizes that a soldier is a human being first an enemy afterwards. - Firm belief in the obligation to humanity is far above all other obligations. <p>Accept any other relevant point/s.</p>

