

PRACTICE PAPER MARKING SCHEME (2020-21)
CLASS XII ENGLISH CORE
SET-3

Time allowed: 3 Hours

MM: 80

Section- A (40 marks)
Reading (20 marks)

Q1. (Attempt any 10 out of 11) (1x10=10 marks)

Discursive passage [Competencies- comprehension, interpretation, inference, vocabulary]

- (i) c - 1,3 - 1. it is not difficult to obtain; 3. it absorbs poisonous air
- (ii) b - easily
- (iii) d - 1,2,3,4 - 1.Asparagus Fern 2.Dracaena 3.Peace lily 4.Money plant
- (iv) a - Areca Palm
- (v) b - Boston Fern
- (vi) c - Peace Lily
- (vii) a - Thrive
- (viii) d – 3,1,2 - Elephant Ear=3. Arrow shaped leaves; Peace Lily=1. Fan shaped silver; English Ivy= 2. White flowers
- (ix) c - 3,4,2,1 – Peace Lily= 3. flowers bloom during rainy season; Money Plant= 4. evergreen vine; Boston Ferns=2. beautiful hanging baskets for courtyard; Dracaena= 1. Single stem Plant
- (x) c - 1 and 3 – 1. Little amount of formaldehyde is eliminated by Boston Ferns.
3.Peace Lily can attach itself to the walls and spills over planters.
- (xi) a - Gift a Plant

Q2. (Attempt any 10 out of 11) (1x10=10 marks)

Case based factual passage. [Competencies- comprehension, interpretation, inference]

- (i) a - lack of result oriented supervision
- (ii) b - 1 only -1. India performed better than Cuba and Kuwait
- (iii) d - within reasonable limits
- (iv) a - 19.32 crore
- (v) c - both a & b – a= Wasting; b= Stunting
- (vi) a - is persisting for a long time
- (vii) b - False

- (viii) b - increased
(ix) b - Severe malnourishment
(x) d - 1,2,3,4 - 1. better education 2. better nutrition
3. free vaccination 4. better ante-natal care
(xi) a - Better execution of plan and its supervision

Literature (20 marks)

Q3. (Attempt any 2 out of 3)

(1x4+ 1x4= 8 marks)

[Competencies- comprehension and appreciation]

3.1.

- i) a - Anees Jung
- ii) b - bangle makers
- iii) a - brutal
- iv) b - they want to get organized

3.2.

- i) a - lost
- ii) a - developing fear of water and then conquering it.
- iii) a - fear paralyzes the much needed efforts, to convert retreat into advance.
- iv) b - determined and positive.

3.3.

- i) c - soldier
- ii) d - expert
- iii) c - it was a gun shot
- iv) a - a few days old

Q4. (Attempt any 1 out of 2)

(1x4= 4 marks)

[Competencies – comprehension, analysis, inference]

4.

- a) iii - it will be a moment of tranquility
- b) ii - as all of us will be enveloped in quietness
- c) i - imagery
- d) ii - feeling of oneness with their fellow human beings

or

4.2

- a) iii - foggy slums & slums as big as doom
- b) iii - deprivation
- c) ii - simile
- d) iv - all of these

Q5. (Attempt any 8 out of 10)

(1x8= 8 marks)

1. Ans. [Competencies – comprehension, analysis, inference, interpretation]

- Ans. a) iii - not being responsible
- b) i - had no money to pay the fee
 - c) iii - to think of people whom he knew caught in the dangerous snare
 - d) iv - Lieutenant-General had decided to drop the case against him.
 - e) i - greed
 - f) i - fantasy vs imagination
 - g) iv - psychological battle- combat of the minds
 - h) iv - all of these
 - i) ii - he liked his garden very much
 - j) iv - all of these

Section B (40 marks)

Writing (16 marks)

Allotment of marks	Value point suggestion
<p>6. 3 Marks: Format: 1 / Content: 1 / Expression: 1)</p> <p>(A) Notice</p> <p>(format: 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 style="text-align: center;">Notice</p> <ul style="list-style-type: none">• For whom?• What? – a 2-week online course on developing Oral communication skills• when – date, month, 20XX (accept all formats of writing date)• where – online(mention the online platform)• benefits/objective of the course/workshop- developing communication skills, deal with our social interactions better etc. (accept relevant inclusions)• motivate to attend the same <p>Any other relevant detail/point shall be accepted. → No marks to be deducted for exceeding word limit</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Advertisement</p> <ul style="list-style-type: none">• For Sale• bike specifications -model, colour, km run, average• condition, insurance details and cost<ul style="list-style-type: none">• Contact details
<p>7. 3 Marks: Format: 1 / Content: 1 / Expression: 1</p>	<p>Formal invitation (formal)</p>

<p>(A) Invitation</p> <p>(B) Formal reply of Invitation</p> <p>8. Letter writing</p> <p>(5 Marks: Format: 1 / Content: 2 / Expression: 2)</p> <ol style="list-style-type: none"> 1. sender's address 2. date 3. receiver's address 4. subject 5. Salutation (4 & 5 are interchangeable) 6. complimentary close <p>(The format would also include enclosure/s)</p> <p>9. 5 Marks: Format: 1 / Content: 2 / Expression: 2 [1coherence and cohesion + 1 accuracy])</p> <p>(A) Article Format of the Article</p> <ul style="list-style-type: none"> - Heading - By line (name, class) (may be listed at the end too) - Body (split into paragraphs) 	<ul style="list-style-type: none"> • St Anne's School, Ahmedabad, • Mention the occasion and provide details (time, place; any other specific instructions) <p style="text-align: center;">OR</p> <p>Formal reply (letter type)</p> <ul style="list-style-type: none"> • Expression of gratitude for the invite (Could include an appreciation of the initiative) • Acceptance of the invite • Confirmation about relevant details such as time, date etc. <p>Letter writing</p> <p>(A) Job Application</p> <ul style="list-style-type: none"> • Cover letter • introduction • reference of the advertisement given (visual cue) • any relevant reason of applying for the job- e.g. - have recently shifted to Delhi and have been looking for a suitable opportunity, • relevant qualities that make the candidate suitable for the job—e.g. sincerity • a record of great rapport with the colleagues etc. (any other relevant) • Bio-data- Qualifications and experience that match the job profile, • References <p style="text-align: center;">OR</p> <p>(B) Letter to editor</p> <ul style="list-style-type: none"> • A reference to the reason for writing • State reasons • Suggestions - RWAs to spread awareness <p>Article Writing – - Paragraph 1</p> <p>Suggested value points with regards to</p> <ul style="list-style-type: none"> • skewed portrayal of the women • portrayed as a house breaker • conspirator or vamp • content of TV serials to be regulated • image of the Indian woman is tarnished. <p style="text-align: center;">Relevant conclusion based on the discussion in paragraphs above</p> <p>Accept any other relevant point(s)</p> <p style="text-align: center;">OR</p>
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<p>(B) Report writing Format of a report</p> <ul style="list-style-type: none"> - Title - Reporter's name/ as a correspondent - Content (split into paragraphs) 	<p>Report</p> <p>Paragraph 1-expansion of the headline</p> <p>Paragraph 2- description/ details (chronologically)[use of transition words expected]</p> <p>Paragraph 3- eye witness account/s, concluding</p> <ul style="list-style-type: none"> • observation. (make use of past tense; use of first person avoidable) • performed in front of a live audience • displayed their talent in the fields of music and dance • audience and the viewers enthralled • wheelchair-bound boys and girls performed 'Bharatnatyam' • got a standing ovation from the judges • perfection, zest and enthusiasm added an extra touch to their performance • more such opportunities will give them self-confidence

Literature (24 marks)

10. Attempt any five of six

(5x2 = 10 marks)

(2marks- 1 for content+1 for expression) [Competencies- inference and critical thinking]

<p>i.</p>	<ul style="list-style-type: none"> • It signifies hope • Promise of visiting the mother again • To leave a smiling face behind for her mother
<p>ii.</p>	<ul style="list-style-type: none"> • had an almost fatal encounter in the YMCA pool • terrorized him that he developed a phobia • guidance of his instructor enabled him to overcome the fear of water • learnt to conquer the fear of the unknown

iii.	<ul style="list-style-type: none"> • The 'mighty dead' - people of great power, authority and grandeur • wealthy, brave, great leaders • dead in their grave but their grandeur and glory survives • believed that they will be rewarded on the dooms day.
iv.	<ul style="list-style-type: none"> • welcomed the tramp • Offered him hot supper • Gave him tobacco to smoke • Played cards with him
v.	<ul style="list-style-type: none"> • Sheltered Gandhiji • An advocate of home rule • Indians were too afraid of the British
vi.	<ul style="list-style-type: none"> • symbolic of the spirit of freedom within Aunt Jennifer

11. Attempt any two of three

(2x2 = 4 marks)

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

[Competencies- inference and critical thinking]

i.	<p>(accept all relevant answers supported by rationale)</p> <ul style="list-style-type: none"> • The writer has very clearly indicated that Dr Sadao's father was a very traditional and conventional man. • Sadao didn't marry Hana until he knew she was Japanese because his father wouldn't have approved of her otherwise. • The old man never let any foreign object even enter his room.
ii.	<ul style="list-style-type: none"> • Evans knew that the duplicate McLeery, who was invigilating during the O-level German examination, had short hair • he crops his hair to pass off as McLeery later • The 'bobble hat' was an important part of the plan to conceal Evans cropped hair.
iii.	<ul style="list-style-type: none"> • Sam had not believed Charley when he had mentioned the third level at the Grand Central. • Sam had liked the description of 1894 life and living.

	<ul style="list-style-type: none"> • Sam must have gone in search of the third level and found it
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12. Attempt one of the two (from Flamingo): (1x5 = 5 marks)

(5 marks- 3 for content + 2 for expression) [Competencies- global comprehension and extrapolation beyond the text]

(A)	<ul style="list-style-type: none"> • M Hamel -very patient that day, did not remark on Franz's being late • did not scold Franz when he could not recite the rules of participles • blamed all of them, including himself, for neglecting the study of their mother tongue, the French language • was a patriot is demonstrated by the fact that he praised the French language for its clarity, logic and beauty and exhorted his audience to hold fast to it • had been teaching for forty years • maintained utmost dignity and composure • exhibited strong courage and patience and listened to every lesson to the last • at the end of the lesson, he wrote on the blackboard, 'Vive La France!', meaning 'long live France', which showed that he was a true patriot.
(B)	<ul style="list-style-type: none"> • Anees Jung wants the children to become free from the vicious cycle of poverty into which they have fallen due to the middlemen, <i>sahukars</i> and law enforcement officials • wants them to be bold enough to raise their voice against their oppressors • to be fearless and optimistic so that they can dream of taking up other occupations, just like Mukesh, who wants to be a motor-mechanic • wants them to be free from their traditional occupation so that they can realise their life's ambitions • She sees the spark of such a quality in Mukesh, who is willing to go to any lengths to become a motor-mechanic. • She wants some people to help them develop these qualities so that they can be free from injustice and exploitation take up other respectable and better paying jobs which will improve their financial condition. <p>- Any other relevant point</p>

13. Attempt one of two (from Vistas)

(1x5 = 5 marks)

(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">• It is interesting to contrast the two endings of the Roger Skunk story• Jack's ending of the story is quite mature and practical. It points out the harsh realities that one has to go through in life. The world is based on individual differences; every species of animals has its distinct features, which must be respected and accepted in totality. Moreover, parents know what is best for their children, and their decisions should be respected and obeyed.• Jo wanted the story to end happily. She wanted Roger Skunk's problems solved and expected that he would live happily, playing with his new friends. This ending too is justified when we look at it from a child's point of view. As a child, Jo was unable to understand the worth of one's originality and individuality. Besides, it is difficult for children to understand or explain unhappy endings.
<p>(B)</p>	<ul style="list-style-type: none">• Actual pain and inconvenience caused by a physical impairment is often much less than the sense of alienation• Mr. Lamb's positivity, attitude towards life, optimism, maturity• says there are friends everywhere• explains saying they aren't enemies• Derek gradually opens up• Asks Lamb the names of his friends• Lamb avoid telling names of his friends• Shows he is pretending to have many friends• But leading a lonely life• To overcome his loneliness, his garden gate and heart is open for people <p>(NOTE--Conclusion important) --- Accept any other relevant point.</p>