

# Directorate of Education, GNCT of Delhi

## Suggestive Answers

### Class – XII

### English Core (Code: 301)

### Term – II (2021 – 2022)

**Time Duration: 2 hrs.**

**Maximum Marks: 40**

#### SECTION A - READING (14marks)

**Note:**

- (i) Since the Reading Section focuses on testing a candidate's ability to comprehend, no deductions are to be made for errors in spelling, grammar or punctuation.
- (ii) Marks should be awarded only if the answer reveals formation of a response to the question.
- (iii) **No marks to be awarded** if a chunk/exact line/s is/are transcribed from the passage without evidence of structure or semblance of coherent thought, in an attempt to pass off as a response.

**1. Based on your understanding of the passage, answer ANY EIGHT questions from the nine given below.** (1 x 8)= 8 marks

- i. - those who are not even able to consume one square meal in a day.
- ii. -In medium and high-income countries, food fit for human consumption is discarded in vast amounts at the supermarket and market level  
- major food and waste losses exist in the food supply chain in low-income countries at the manufacturing and processing stages.
- iii. -India wastes as much food as the whole United Kingdom eats and the streets of the country, especially garbage bins and landfills have ample evidence to prove this. Up to 40 per cent of the food produced in India is wasted, according to the United Nations Development Programme, and about 21 million tons of wheat is wasted annually.
- iv. - about 67 million tonnes
- v. Troubling concern.
- vi. consciously
- vii. -both a national issue or a global one  
- influences economy of a nation by creating economic losses  
-For global food security and the climate
- viii. -India wastes as much food as the whole United Kingdom  
- Every year in India, about 67 million tonnes of food is wasted, which has been estimated is adequate to feed all of Bihar for a year.

(any other relevant point should be accepted)

- ix. – Careful planning- buy only what you need  
- Collaboration with restaurants  
- Spreading awareness  
- NGOs play an important
- (any other relevant point should be accepted)

**2. Based on your understanding of the passage, answer ANY SIX out of the seven questions given below.**  
(1 x 6)= 6marks

- i. -in order to fulfil the gap created with the lack of physical movement during the pandemic.
- ii. -changes in making purchase decisions that has made digital shopping grow.
- iii. -Phygital Experience-aims to take advantage of the best of e-commerce
  - digital shopping along with interaction and personalized attention that a physical purchase entails, unite the best of physical and digital worlds
- iv. -opportunity for interaction and personalized attention
- v. After year 2019, The Covid-19 Pandemic accelerated the growth in e-commerce rapidly.

**FOR THE VISUALLY IMPAIRED CANDIDATES**

-accelerated changes in consumer habits

- vi. -2021

**FOR THE VISUALLY IMPAIRED CANDIDATES**

in the way we interact, engage, consume information or make a purchase decision

- vii. 1. Many times have we go to an electronics store to see, touch and test a product only to leave empty-handed and buy it online
- 2. comb the web – visit various brand websites, compare specifications, and read dozens of reviews – before making a purchase.

**SECTION B – WRITING**

This questions in this section address the following writing LOs:

- 1. convey ideas convincingly using appropriate layout as relevant
- 2) organize the content and structure the ideas logically, sequentially, cohesively
- 3) use a range of vocabulary and sentence structure appropriate to the content and the context
- 4) make accurate use of spelling, punctuation and grammar

**3. You are the Principal of St. Thomas Public School, Meerut. The school is organising a week-long Book Fair as reading event. Famous journalist and writer Ravish Kumar has consented to be the chief guest for the inaugural reading event. Design an invitation card to be sent to the parents and other invitees. Do not exceed 50 words. (3 marks)**

**Content -2      Expression-1      Accuracy \***

### Value Points

- the occasion
- name(s) of the Chief Guest
- name, designation and address of the organizer or host
- date, time and venue

▪ **Content** (as listed in value points) –

1/2 mark \*4=2 marks

▪ **Expression**- 1 mark

✓ full credit of 1 mark to be allotted if the functional language/ expressions has/ have been used consistently, throughout.

✓ Partial credit of 1/2 mark to be allotted if the functional language/ expressions has/have been used generally, in most places.

✓ No credit of marks if the functional language/ expressions has/ have been used sporadically/ not at all.

▪ **Accuracy\*** - Deductions up to 1 mark from overall score

✓ Deduct 1/2 mark from total marks if all or either one of the following apply:

- has a few format inaccuracies
- has a few inaccurate spellings and grammatical structures

✓ Deduct 1 mark from total marks if all or either one of the following apply:

- incorrect letter format/ has a fair number of format inaccuracies
- has a total of 3 or more spelling/ grammatical errors

4. Attempt ANY ONE from A and B given below.

(5 marks)

A. You are Ashish/Asma of B – 94 Fort Road, Jammu. You have read the advertisement given below. You are qualified for the job. Write an application in 120 – 150 words along with resume.

India Chemical Industries, Delhi

Requires Accounts Officers

Qualification : BCom.

Experience : Minimum 4 years

Job requirement : Maintaining books of accounts, preparation of Balance Sheet, etc.

Salary : Best in the industry

Apply to : Managing Director, ICI, B – 12 Barakhamba Road, New Delhi

**Content -2      Expression-2      Accuracy -1**

### Value points- Content

- Covering Letter
- Reference to the advertisement
- Conveying suitability for the position
- Submission of application
- Resume / Bio data as separate enclosure
- Profile of self
- Educational Qualifications
- Any other relevant information

### Descriptors for Content

**NOTE**-Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.

2 marks

- ✓ All points included
- ✓ Well-developed with sustained clarity

1 1/2 marks

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

1/2 mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

### Expression -2 marks

Marks	Descriptors for Expression
	<b>NOTE</b> -Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.
2	<ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending.</li> <li>• Carefully structured content with organised paragraphing presented cohesively.</li> <li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>
1 1/2	<ul style="list-style-type: none"> <li>• Frequent clarity of expression most of the times, layout of a formal letter largely accurate.</li> <li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>

1	<ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward, layout of a formal letter basically accurate.</li> <li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.</li> <li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
1/2	<ul style="list-style-type: none"> <li>• Expression unclear, layout partially followed affecting the format of the letter.</li> <li>• Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>• Very limited vocabulary or copying from the question.</li> </ul>
<b>Accuracy -1 mark</b>	
<b>Descriptors for Accuracy</b>	
1 mark ✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. 1/2 mark ✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. No credit ✓ Frequent errors in spelling, punctuation and grammar, impeding communication.	
<b>B. You are Saba Parvin/ Parveen Kumar, a staff reporter of a national daily. You have been asked to cover an incident of major fire that broke out on the 19th floor of a 20-storey residential building Sachinam Heights located in Tardeo area of central Mumbai. The blaze erupted around 7 am, when many of its residents were still asleep. At least six persons were killed and 23 others injured in the incident. Write a report in 120-150 words.</b>	
<b>Value Points</b>	
<ul style="list-style-type: none"> <li>• what - major fire incident in residential building Sachinam Heights</li> <li>• when &amp; where</li> <li>• details of causes, reasons, consequences</li> <li>• miserable plight of the people</li> <li>• the loss of lives</li> <li>• Any other <b>valid</b> relevant information</li> </ul>	
<b>Descriptors for Content NOTE-Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.</b>	

2 marks

- ✓ All points included
- ✓ Well-developed with sustained clarity

1 1/2 marks

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

1/2 mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

**Expression -2 marks**

Marks	Descriptors for Expression
	<b>NOTE</b> -Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.
2	<ul style="list-style-type: none"><li>• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending.</li><li>• Carefully structured content with organised paragraphing presented cohesively.</li><li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li></ul>
1 1/2	<ul style="list-style-type: none"><li>• Frequent clarity of expression most of the times, layout of a newspaper report largely accurate.</li><li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li><li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li></ul>
1	<ul style="list-style-type: none"><li>• Inconsistent style, expression sometimes awkward, layout of a newspaper report basically accurate.</li><li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.</li><li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li></ul>
1/2	<ul style="list-style-type: none"><li>• Expression unclear, layout partially followed affecting the format of the newspaper report.</li><li>• Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li><li>• Very limited vocabulary or copying from the question.</li></ul>

<b>Accuracy -1 mark</b>	
<b>Descriptors for Accuracy</b>	
<p>1 mark</p> <p>✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</p> <p>1/2 mark</p> <p>✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</p> <p>No credit</p> <ul style="list-style-type: none"> <li>• Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>	
<b>SECTION C- LITERATURE</b>	
<p>Attempt <b>ANY FIVE</b> of the six questions given below, within 40 words each. (2 x 5)= 10 marks</p> <p><b>Content -1      Expression-1</b></p> <p><b>Value Points</b></p> <p>i. - Edla had treated him as if he was a captain</p> <p>- would have been caught in this world's rattrap if he had not been raised to captain</p> <p>- he got the power to clear himself</p> <p>ii. - The government was baffled</p> <p>- prosecutor requested the judge to postpone the trial</p> <p>- they wished to consult their superiors.</p> <p>iii. - positive and cheerful when poet describes the tiger</p> <p>- Sad and dull while describing Aunt Jennifer</p> <p>iv. - ever lasting</p> <p>- Leaves an indelible print on our mind</p> <p>- Relive the joyful experience</p> <p>v. - Both Derry and Mr. Lamb suffer from handicaps</p> <p>- Attitude towards life is different</p> <p>- Mr lamb has a positive attitude</p> <p>- Derry succumbs to his handicap</p> <p>- Lamb is friendly whereas Derry lives an isolated life</p> <p>vi. - able to find so many friends and played with them happily</p> <p>- Skunk's story should have ended on a happy note</p> <p>- pleasant smell was accepted by the other creatures</p>	

**LONG QUESTIONS No. 6 (i-iii) (ANY TWO - 4 marks each)****Content 2****Expression & Accuracy 2****Note**

✓ Use the given descriptors to mark the LQs. For CONTENT and EXPRESSION

✓ If the response does not justify **all** points of a level, the response is **marked down**.

**DESCRIPTORS FOR CONTENT (with reference to value points) MARK**

<ul style="list-style-type: none"><li>• Sustained, clear, well-developed personal response to the task</li><li>• Well-developed and justified arguments/evidence for the characters</li></ul>	2
<ul style="list-style-type: none"><li>• Largely, a reasonably well-developed personal response to the task</li><li>• Clear justification with arguments/evidence for the characters</li></ul>	1 1/2
<ul style="list-style-type: none"><li>• Fairly competent personal response to the task</li><li>• Clear justification with restricted arguments/evidence for the characters</li></ul>	1
<ul style="list-style-type: none"><li>• Limited awareness of the task</li><li>• Limited justification or relevant arguments/evidence for the characters</li></ul>	1/2

**DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion + Accuracy) MARKS**

<ul style="list-style-type: none"><li>• Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li><li>• Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li><li>• Spelling, punctuation and grammar are almost always accurate</li></ul>	2
<ul style="list-style-type: none"><li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li><li>• Range of vocabulary suffices in large parts to convey the overall idea and meaning</li><li>• Spelling, punctuation and grammar mostly accurate, with occasional minor errors but does not impede communication</li></ul>	1 1/2
<ul style="list-style-type: none"><li>• Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li><li>• Range of vocabulary is limited and conveys a basic idea of the overall meaning</li><li>• Spelling, punctuation and grammar fairly accurate, with occasional minor errors but does not impede communication</li></ul>	1
<ul style="list-style-type: none"><li>• Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li><li>• Very limited expected/ topical vocabulary as per question asked</li><li>• A lot of errors in spelling, punctuation and grammar that impede communication.</li></ul>	1/2



**6 (i). Self – reliance, Indian Independence and help to sharecroppers were all bound together. Elucidate with reference to the lesson “Indigo”.**

**Value Points**

- Champaran-turning point
- urge the departure of the British
- an attempt to make the sufferings of large numbers of poor peasants less severe
- analysed the root cause of the problem-fear
- beginning of the end of the fear
- taught lawyers-a lesson in self reliance
- opposing the involvement of C.F Andrews
- their cause was just and must rely on themselves

**6. (ii). How does Evans live up to his popular tag of ‘Evans the Break’?**

**Value Points**

- name given because of his jailbreaks
- escaped thrice and fourth time also
- despite security arrangements
- German tutor
- Role of Mc Leery
- Role of his friends

**6. (iii) How does Keats show his unhappiness with human beings?**

**Value Points**

- dearth of noble souls
- man-selfish and self-centred
- trials and tribulations of life
- pall of despondence
- dark spirits
- has been trampling/abusing nature and environment which supports man
- posing a threat to life on Earth.