

**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)**

<b>Allotment of marks</b>	<b>Value point suggestion</b>
<p><b>6.</b> 3 Marks: Format: 1 / Content: 1 / Expression: 1)</p> <p><b>A-NOTICE</b> (Format: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign &amp; name of issuing authority/person with designation)</p> <p><b>B-ADVERTISEMENT</b></p>	<p><b>NOTICE</b></p> <p>Value Points: exquisite flower show, central park, date, time, entry ticket, any other necessary details</p> <p><b>ADVERTISEMENT</b></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>

<p>7.</p> <p>3 Marks: Format: 1 / Content: 1 / Expression: 1</p> <p>(A) INVITATION</p>          <p>(B) INFORMAL REPLY OF INVITATION</p>	<p style="text-align: center;"><b>FORMAL INVITE (Card type)</b></p> <p><b>Name of the host</b></p> <ul style="list-style-type: none"><li>● Standard expression</li><li>● Purpose of the invitation</li><li>● Day, date and time of the event</li><li>● Name of the place, location with complete address</li><li>● RSVP (Respond if it pleases you)</li><li>● Telephone or mobile number</li></ul> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>INFORMAL REPLY OF INVITATION</b></p> <p style="text-align: center;"><b>(letter type)</b></p> <ul style="list-style-type: none"><li>● Expression of gratitude for the invite (Could include an appreciation of the initiative)</li><li>● Non-Acceptance of the invite</li><li>● Express your regret</li></ul>
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<p><b>8.</b></p> <p>(5 Marks: Format: 1 / Content: 2 / Expression: 2)</p> <p><b>(A) Letter writing (to editor)</b> Format:</p> <ol style="list-style-type: none"><li>1. sender's address</li><li>2. date</li><li>3. receiver's address</li><li>4. subject</li><li>5. Salutation</li></ol> <p>(4 &amp; 5 are interchangeable)</p> <ol style="list-style-type: none"><li>6. Body of the letter</li><li>7. complimentary close</li></ol> <p><b>B Letter writing(application)</b></p> <p>(the format would also include 'enclosure/s')</p>	<p><b>Letter writing</b></p> <p><b>Value Points:Letter to the Editor</b></p> <ul style="list-style-type: none"><li>- Introduction</li><li>- 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.</li></ul> <p>Accept any other <b>relevant</b> point</p> <p><b>OR</b></p> <ul style="list-style-type: none"><li>● <b>Coverletter-</b><ul style="list-style-type: none"><li>→ introduction</li><li>→ reference of the advertisement given (visual cue)</li><li>→ any relevant qualities that make the candidate suitable for the job—e.g. sincerity, creativity (any other relevant)</li></ul></li><li>● <b>Bio-data- (refer to the visualcue)</b><ul style="list-style-type: none"><li>→ Qualifications and experience that matches the job profile-</li></ul></li></ul> <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]**

<b>i.</b>	Order had come from Berlin- Germans had put the notice on the bulletin board - Only Germans will be taught in schools of Alsace
<b>ii.</b>	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
<b>iii.</b>	Determined- perseverance- strong- willed- etc.
<b>iv.</b>	Trees seem to be running past the moving car- symbolize youth, energy, action- presenting rapidly passing years of human's life.
<b>v.</b>	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

<b>vi.</b>	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]**

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

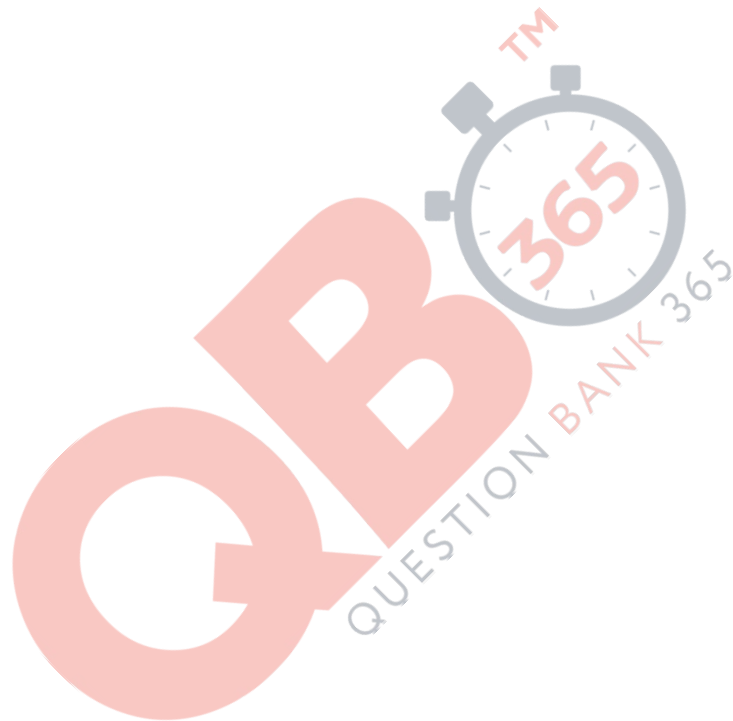
**12. Attempt one of two from Flamingo (5 marks- 3 for content + 2 for expression)**

**[Competencies- global comprehension and extrapolation beyond the text]**

<b>(A)</b>	Collected more information- first from the secretary of British Landlords' Association- then from British Official Commissioner of the Tirhut division - 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
	<b>OR</b>



(B)	<ul style="list-style-type: none"><li>- Any other <b>relevant point</b>.</li></ul> <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"><li>- Crofter also portrayed as a forlorn- welcomes peddlers into his cottage- happy to have someone</li><li>- Iron- master and his daughter- pleased to have another person during Christmas</li></ul>
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## QB365 - Question Bank Software

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

