

**PRACTICE PAPER MARKING SCHEME (2020-21)**  
**CLASS XII ENGLISH CORE**  
**SET-1**

**Time allowed: 3 Hrs.** **Maximum Marks: 80**

**Section A (40 marks)**

**READING (20 marks)**

**Attempt 10 of 11 (1x 10 marks)**

**1. Discursive passage [Competencies- comprehension, interpretation, inference, vocabulary]**

- I. A - humanitarian
- II. C – both a and b
- III. A – evacuate the young patient
- IV. B – ii, iii, i
- V. B - congregational
- VI. A – abortion and divorce
- VII. C – communist countries
- VIII. D – for opening a missionary charity
- IX. A – to help the radiation victim
- X. D – serve the poorest of poor
- XI. B – sisters of congregation

**2. Attempt 10 of 11 (1x 10 marks)**

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

1. d) Magnanimity
2. d) spoken English
3. b) four
4. d) no separation between curriculum and assessment
5. b) developing life skills
6. d) seminars and workshops for teachers
7. d) mother tongue is to be the medium of instruction only upto stnd V.
8. c) NEP recognizes the importance of teachers
9. d) teaching
10. c) Equity
11. a) active pedagogy  
Rote learning

## LITERATURE (4+4=8 marks)

3. Attempt any two of three (1x 4 marks) [Competencies- comprehension and appreciation]

(A)

- i. A. casual
- ii. A. she made a false promise
- iii. B. Saheb
- iv. C. both a and b

(B)

- i. A. perseverance
- ii. C. tension
- iii. B. false
- iv. B. seized

(C)

- i. B. jo
- ii. A. social acceptance
- iii. A. to hit the wizard for changing his smell to roses.
- iv. D. umbrella, head

**4. Attempt one of the two (1x 4 marks)**

[Competencies – comprehension, analysis, inference]

(A)

- i. A. students of a school slum
- ii. B. Children's faces like rootless weeds
- iii. B. he inherited disability
- iv. D. repetition

(B)

- i. C. both a and b
- ii. C. a peaceful place to sleep
- iii. D. sense pf peace and serenity
- iv. A. A thing of beauty is joy forever by john keats, aabbcc

**5. Attempt ANY EIGHT of ten. (1x 8 marks)**

[Competencies – comprehension, analysis, inference, interpretation]

- i. D. when people are deprived of their essence even the surroundings are affected
- ii. D. personification
- iii. B. a compensation of 25% was set
- iv. A. silence lead to retrospection
- v. C. sympathy
- vi. C. he dies after falling from the ladder
- vii. C. by walking over a newsboy and glancing at 'the World'
- viii. C. the ailing General trusted only Sadao
- ix. B. the magistrate court
- x. C. compassionate and friendly nature

**Section B (40 marks)****WRITING (16 marks)**

Allotment of marks	Value point suggestion
<p><b>6.</b> 3 Marks: Format: 1 / Content: 1 / Expression: 1)</p> <p>(A) Advertisement</p> <p>(B) Notice</p> <p><u>format:</u> Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign &amp; name of issuing authority/person with designation)</p>	<p><b>Advertisement</b></p> <ul style="list-style-type: none"><li>• Situation Vacant</li><li>• Specification about the work of the Receptionist</li><li>• Accept any relevant qualities/characteristics or experience required</li><li>• Remuneration and benefits/ incentives</li><li>• Mode of applying</li><li>• Contact details</li></ul> <p><b>OR</b></p> <p><b>Notice</b></p> <ul style="list-style-type: none"><li>• For whom?- students of classes X&amp; XII and their parents</li><li>• What? – how to deal with stress during Board exams' workshop to be conducted by the school counsellor.</li><li>• when – date, month, 20XX (accept all formats of writing date)</li><li>• where .....(any plausible venue)</li><li>• benefits of the workshop- Equip us in dealing with stress better. Would create more understanding between parents &amp;children (accept relevant inclusions)</li><li>• Request to attend the same</li></ul> <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) formal reply of invitation

(B) Invitation

**Formal reply as the writer Ruskin Bond  
(letter type)**

- 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.

**OR**

**formal invite to staff (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

**8.**

(5 Marks: Format: 1 / Content: 2 / Expression: 2)

(A) Letter writing (to editor)

Format:

1. sender's address
2. date
3. receiver's address
4. subject
5. Salutation  
(4 & 5 are interchangeable)
6. complimentary close

(B) Letter writing (application)

(the format would also include 'enclosure/s')

**Letter writing (refer to the visual cue)**

- A reference to the reason for writing --- how Growing More Trees can Reduce Pollution.
- State reasons - concern that pollution is growing day by day
- Cutting down of trees
- Increase of respiratory diseases because of the lack of oxygen
- (any oth- er)

Suggestions - • Benefits of trees

- Human's dependency on trees for survival

- (any other)

Accept any other **relevant** point

**OR**

- Cover letter-  
→ 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 visual cue)  
→ Qualifications and experience that match the job profile-  
→ References

**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)

**Article Writing – health and Fitness**

- Healthy mind resides only in a healthy body
- Avoid junk food
- Regular exercise, proper sleep
- Prime Minister's initiative of International Yoga Day
- Eat healthy and stay fit

<p>(B) Report writing</p> <p>Format of a report</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Reporter's name/ as a correspondent</li> <li>- Content (split into paragraphs)</li> </ul>	<p><b>OR</b></p> <p><b>Report</b></p> <p>Paragraph 1-expansion of the headline</p> <p>Paragraph 2- description/ details (chronologically)like Date of the camp</p> <ul style="list-style-type: none"> <li>• Location of the camp</li> <li>• Number of volunteers</li> </ul> <p>[ <b>use of transition words expected</b>]</p> <p>Paragraph 3- eye witness account/s, Atmosphere of the camp concluding observation.</p>
(make use of past tense; use of first person avoidable)	

## LITERATURE (24 marks)

### 10. Attempt any five of six

**(5x2 marks = 10 marks)**

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

[Competencies- inference and critical thinking]

<b>i.</b>	<ul style="list-style-type: none"> <li>- moment of world peace/ universal brotherhood</li> <li>- love forged through introspection in silence</li> </ul>
<b>ii.</b>	<ul style="list-style-type: none"> <li>- Use of the metaphor of rattrap to highlight story of a character getting trapped in his avarice</li> </ul>
<b>iii.</b>	<ul style="list-style-type: none"> <li>- Realization that she has not given enough care to her aging mother</li> <li>- Fear of permanent separation from her mother</li> </ul>
<b>iv.</b>	<ul style="list-style-type: none"> <li>- As a sign of repentance for not attending school often</li> <li>- To pay their tribute to the teacher</li> <li>- As a mark of respect for the country which was no longer theirs (accept any two)</li> </ul>

v.	<ul style="list-style-type: none"><li>- No progress or development despite years of mind-numbing toil</li><li>- poverty, illiteracy, dissatisfaction prevails</li><li>- all labourers victims of middle men and touts (accept any two)</li></ul>
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vi.	<ul style="list-style-type: none"> <li>- She is burdened by the weight of her marriage/ gender codes she has to follow as a woman, that even holding wool firmly is a task</li> <li>- Highlights the oppressed state of women</li> </ul>
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**11. Attempt any two of three (2x2 marks = 4 marks)**

(2marks- 1 for content+1 for expression

**[Competencies-** inference and critical thinking]

i.  Analysis	<p>(accept all relevant answers supported by rationale)</p> <ul style="list-style-type: none"> <li>- Sam had not believed Charley when he had mentioned the third level at the Grand Central.</li> <li>- Sam had liked the description of 1894 life and living.</li> <li>- Sam must have gone in search of the third level and found it</li> </ul>
ii.  Analysis	<ul style="list-style-type: none"> <li>- Was planning his escape</li> <li>- The police officer and police van driver were his accomplices</li> <li>- Could not risk discovery- had to keep up the façade that the authorities had the upper hand.</li> </ul>
iii.  Evaluation	<ul style="list-style-type: none"> <li>- As a doctor- adhere to sense of duty</li> <li>- As a human being- a sense of humaneness</li> <li>- Acceptance of the general's plan – in accord with loyalty to his country which was at war with Tom's country.</li> </ul>

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

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

(A)	<ul style="list-style-type: none"> <li>- Douglas' struggle – determination to face fear—overcome it</li> <li>- Accept any relevant examples from the text as a link to life's challenges/ setbacks/ obstacles</li> <li>- symbolism- deep water not just restricted to water but is a metaphor for human fears/phobias/anxieties</li> <li>- significance- the struggle and journey of overcoming one's fears.</li> </ul> <p>(important to develop a connection between Douglas' journey / determination to face fear <u>with</u> life's challenges)</p>
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	<b>OR</b>
(B)	<ul style="list-style-type: none"> <li>- The rattrap seller undergoes change in his personality as he experiences the shift from isolation to community.</li> <li>- Rattrap seller is devoid of family and friends, he is depicted as a loner</li> <li>- Instances that depict his engagement with community- hospitality of the old man, the Christmas episode</li> <li>- His experience of friendship leading to a change in his persona.</li> <li>- Any other <b>relevant</b> point.</li> </ul>

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

[Competencies- global comprehension and extrapolation beyond the text]

(A)	<p>Relationship--- Friendship?</p> <ul style="list-style-type: none"> <li>— Mr. Lamb's positivity, attitude towards life, optimism, maturity, explaining with examples, persistence towards Derek---accepting of Derek will all his imperfections--- calls him a friend ---said there were friends everywhere--- explains saying they aren't enemies</li> <li>— Derek gradually opens up---finds his company appealing ---Derek argues---his condition has made him bitter--- people's behaviour and treatment ---believes if he becomes Mr. Lamb's friend, others might stop considering him their friend---his words have an impact---he overcomes issues holding him back</li> </ul> <p>(NOTE--Conclusion important) ---Even though Derek did not affirm out loud, the fact that Mr. Lamb's words inspired trust enough to help him open up---- also got back to Mr. Lamb's garden---overcame his own challenges---recognised Mr. Lamb's impact ---- Was a bond they shared---can call it friendship.</p> <p>Accept any other <b>relevant</b> point.</p> <p style="text-align: center;"><b>OR</b></p>
(B)	<ul style="list-style-type: none"> <li>- The title encapsulates the thematic question addressed in the story.</li> <li>- It's open to debate and the writer chose to keep it unresolved; added a question mark.</li> <li>- While Jo would want the wizard to hit mommy, Jack didn't. ---- shows the contrast between the two of them.</li> <li>- Jo- independent and thoughtful --- unconvinced that mothers are always right -- empathizing with the sorry situation of Roger -- wanted the Wizard to hit mommy</li> <li>- Jack- unwilling to change -- reminded of his own mother-- supports the mother's stand against the system that fits individuals into the conventions of body/colour etc .</li> <li>- Title depicts the larger question--- two ideologies <ul style="list-style-type: none"> <li>— one that supports conventions</li> <li>— other that supports individuality.</li> </ul> </li> </ul> <p>Accept any other <b>relevant</b> point/s.</p>