MARKING SCHEME

CLASS-XII

ENGLISH CORE (301) CODE – ENG/12/A

|  |  |  |
| --- | --- | --- |
| **SECTION A : READING SKILLS (22 marks)** | | |
| **1.** | **Literary passage** | **12m** |
| i | 1. Limiting education to academic boundaries | 1  No partial credit |
| ii | 1. Only (c ) and (d) | 1  No partial credit |
| iii | Students must step out | 2  -2 for correct identification  -1 for correct identification of either |
| iv | * Enhance interpersonal skills and communication techniques. * All-round development. * Gain maximum exposure from real-life experiences. | 2  -2 for correct interpretation and explanation  -Partial credit 1 for partially addressing the Q  - No ½ credit |
| v | (c) intellectual development | 1  No partial credit |
| vi | Classroom teaching provides the foundation and co-curricular or extra-curricular activities provide practical exposure and opportunities to implement what students learn in the classroom. | 2  -2 for correct interpretation and explanation  -Partial credit 1 for partially addressing the Q |
| vii | (b) their real life experiences | 1  No partial credit |
| viii | 1. The foundation | 1  No partial credit |
| ix | Execute-implement | 1  No partial credit |

|  |  |  |
| --- | --- | --- |
| **2.** | **Case-based factual passage** | **10 m** |
| i | By ‘changing food preferences’ , the researchers mean the change/transition of the urban population for home cooked food to ready-to-eat processed food which is influenced by western culture. | 2  - Full credit 2, to two relevant ways  -partial credit 1, to one relevant way  -No ½ credit |
| ii | (b) Less than 50% of the students drink 3 or more servings | 1  No partial credit |
| iii | Affordability is an important feature for school canteens as their primary customers are school students and they do not carry a lot of cash with them. | 2  -2 for correct interpretation and explanation  -Partial credit 1 for partially addressing the Q |
| iv | 1. Energy dense drinks | 1  No partial credit |
| v | (b)females had more nutritious dietary intake | 1  No partial credit |
| vi | 1. fruits | 1  No partial credit |
| vii | The consumption of fruits is very low and clocked in at 45%of respondents, while almost 95% had had some form of energy dense snack. | 1  No partial credit |
| viii | proliferation | 1  No partial credit |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION B : CREATIVE WRITING SKILLS**  **(18 marks)** | | | |
| **Note : All names and addresses of places and organisations used, are fictitious.** | | | |
| **3. NOTICE : Format – 1 Content -2 Accuracy of spelling and grammar -1** | | | |
|  | | | |
| A |  Correct format ( as listed)   Drawing attention—students of IX-XII   Mentioning the event   Giving details -D,T,V   Inviting applications   Line with reference to the undersigned | | |
| B |  Correct format ( as listed) | | |
|  |  Drawing attention-STUDENTS   Stating the information   Giving details   Sharing awaited news   Line with reference to the undersigned | | |
| **4. INVITATION & REPLY : Format – 1 Content -2 Accuracy of spelling and grammar -1** | | | |
| A | **Card type-formal invite**   a single sentence presentation in third person / end line punctuations skipped   Use the simple present tense   answers the questions who, whom, when, where, what time and for what   includes name and address of the organiser /host and name/s of special invitees (if any)   No signatures  **Layout usually pertains to the following**--   Name of host /hosts   Formal standard expression-cordial   Purpose of invitation   Date /time of event   Venue (address)   Name of special guest (if any)   RSVP   Contact detail/ number | | |
| B | **Letter type-informal reply** | | |
| **5. FORMAL LETTER :**  **Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1** | | | |
| **Format**  Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted –*Yours truly* for letter to editor & in business circuits -*Yours sincerely*) | | | |
| A | **Content**   Covering Letter   Reference to the advertisement   Conveying suitability for the position   Submission of application Bio data as separate enclosure   Profile of self   Educational Qualifications (include advertised requirements)   Work experience/s (if relevant)- only internship / part-time relevant here   References  Any other relevant information | | |
| B | **Content**   * Mountains are the integral part of the beauty of our nature. Now they've become the main tourist spots. In India, tourists and mountaineers are getting their perfect attraction spots on mountains. But unfortunately this practice is increasing mounting garbage. * People are this much unconscious that they recklessly throw their garbage on mountains. They foil the environment on mountains and increasing pollution on mountains. * The government must implement some strict laws on this issue. Some good facilities of garbage management should also be provided on mountains. And last but not the least, people must be aware. Whether they're tourist or mountaineers, they're fully responsible to maintain cleanliness on mountains. All these steps can protect our mountains from any further damage. | | |
| **6. ARTICLE WRITING / REPORT WRITING :**  **Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1** | | | |
| **Article Writing**  **Format**   * Title & By line   **Organisation & Content:** | | | |
| A | * Indian fabrics and handicrafts suffered due to import of cheaper fabrics which led to Indian artisans loosing their livelihood * Change in the mindset of the people with the help of government and other agencies promoting the concept of local products over imported ones. * Paradigm shift in the fashion industry with special effort being given to revive Indian fabrics and handicrafts. * Khadi and other handlooms have gained worldwide importance with Indian designers promoting Indian fabrics in fashion shows abroad. | | |
| **Report Writing**  **Format**   * Headline & By line * Reporting place and date * Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness account | | | |
| B |  Reason **why** the programme was launched was   organised—by **whom**? **When**? **Who** attended?   Event details –(refer to cues)   Conclude including witness/ participant account/s | | |
| **SECTION C : LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT**  **(40 marks)** | | | |
| **7.** | **Poetry** | | |
| No partial credit of ½ , unless indicated. | | | |
| **A) i** | True | | 1 |
| **ii** | (b)Victory is meaningless at the cost of losing lives. | | 1 |
| **iii** | Change their approach and think beyond just performing duties | | 1 |
| **iv** | Promotes introspection and soul-searching | | 1 |
| **v** | People who indulge in the willful and wanton destruction of nature and wage green wars | | 1 |
| **vi** | A new perspective that promotes peace and non-violence | | 1 |
| **B) i** | They pass through very hard and bitter experiences of married life. | | 1 |
| **ii** | Aunt is still surrounded by the bitter experiences of her past life. | | 1 |
| **iii** | 1. To jump about feeling proud and unafraid | |  |
| **iv** | Sympathy | | 1 |
| **v** | (c ) Both 1 and 2 can be inferred from the text | | 1 |
| **vi** | Aunt Jennifer who herself is very meek, timid and submissive creates tiger who are chivalric, proud and unafraid | |  |
| **8** | **Prose-Vistas** | | |
| No partial credit of ½ , unless indicated. | | | |
| **A) i** | He was only Indian by birth/ ethnicity otherwise he was tutored to be a complete Englishman. | | 1 |
| **ii** | (c) A legal body to protect a minor heir and his estate | | 1 |
| **iii** | The tiger king would be killed by a tiger and he should be wary of the hundredth tiger. | | 1 |
| **iv** | Everything is fair in love and war | | 1 |
| **B) i** | 500 million years | | 1 |
| **ii** | (d) dirty | | 1 |
| **iii** | ‘As it gives us an insight into the world’s geological history. | | 1 |
| **iv** | Gondwana was different from today’s world in terms of continental arrangement, climate , biodiversity, geological features, etc. | | 1 |
| **9** | **Prose -Flamingo** | | |
| No partial credit of ½ , unless indicated. | | | |
| **A) i** | (a) His literary accomplishments stole the limelight from his films. | | 1 |
| **ii** | 1. portrait | | 1 |
| **iii** | 1. was skillful in creating the characters | | 1 |
| **iv** | (c )1,3,5 | | 1 |
| **v** | aspired | | 1 |
| **vi** | He was a very generous man | | 1 |
| **B) i** | He gave her the rattrap because she had set him free from the rattrap of the world. | | 1 |
| **ii** | (d ) a and c | | 1 |
| **iii** | Since Edla had treated him like a captain, he wanted to be nice to her in return. | | 1  (explanation needed via reference to the line) |
| **iv** | Because Edla had regarded him as though he was a captain. | | 1 |
| **v** | Edla is responsible for the change in the peddler. | | 1 |
| **vi** | Self-pity | | 1 |
| **10** | **Answer any FIVE of the six following questions in 40-50 words each.** | | **5x2=10** |
| Content -1   Full credit for appropriate inclusion of all content asked for   Partial credit ½ for relevant but incomplete content  Expression – 1   Full credit for effective organisation   Partial credit ½ for some semblance of organisation of ideas  Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors). | | | |
| The given detailed reference points can be drawn upon to structure the desired response: | | | |
| i | | Ans: M Hamel was considered strict and the classes/work given by him were not taken seriously. After the invasion of France, the German language was banned. The realization that they may never have the opportunity to learn German again serves to underscore the importance of the lessons they received and the role that M. Hamel played in their lives. The story serves as a reminder of the importance of cherishing and appreciating the opportunities we have in life, rather than taking them for granted. | |

|  |  |  |
| --- | --- | --- |
| ii | In the poem "My Mother at Sixty-Six," Kamala Das expresses the pain of separation both literally and metaphorically. Literally, the speaker and her mother are physically separated by distance and time, as the mother is asleep in the car while the speaker drives. | |
| iii | Douglas had developed a terror of water since childhood. When he was three or four years old, he went to California with his father. On the beach, the waves knocked him down and swept over him. The experience bred a permanent fear of water in the child's subconscious mind. | |
| iv | “The mighty dead” are those who have performed brave and noble deeds. They continue to live on among us through the stories and legends about their life, which have now become a source of beauty for us. Owing to the noble life they have lived, on doomsday or judgment day, they will be rewarded with “grandeur”. | |
| v | Sophie was a dreamer who enjoyed creating her own fantasy world using her imagination. She showed an urge to transcend her working-class status and attain sophistication by pursuing the ambition of a fashion designer or an actress. Jansie, on the other hand, was more practical and realistic than Sophie. | |
| vi | The time we generally waste in idleness, he calls them 'interstices', He uses such time to complete his works. Despite his literary fame, Umberto Eco continues to refer to himself as a "university professor who writes novels on Sundays." | |
| **11** | **Answer any TWO of three following questions in 40-50 words each. (2x2=4)** | |
| Content -1   Full credit for appropriate inclusion of all content asked for   Partial credit ½ for relevant but incomplete content  Expression – 1   Full credit for effective organisation   Partial credit ½ for some semblance of organisation of ideas  Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors). | | |
| The given detailed reference points can be drawn upon to structure the desired response. | | |
| i | The dramatic irony in the story is sharp when the Tiger King alone is unaware that his bullet had not killed the hundredth tiger. The other characters and the readers anticipate his doom as he celebrates his triumph over his destiny. We realize how misplaced the King's pride at killing the first tiger was. | |
| ii | Charley suspected that Sam had gone to Galesburg because one night he found a first day cover from Sam informing him that he had found the third level. Through the third level he had reached Galesburg, Illinois in 1894. ... He invited him and Louisa, his wife to join him in Galesburg, Illinois. | |
| iii | Bama followed in her brother's footsteps to demonstrate against untouchability through education. She put in a lot of effort in school to get to a point where people would forget about her "caste" and be pleased to befriend her. discrimination does Zitkala-Sa's experience depict? | |
| **12.** | **Answer ONE of the two following questions, in about 120-150 words.** | **5** |
| Content -2   Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments   Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance  Expression – 2   Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas   Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion  Accuracy-1   Full credit for none to minimal errors   Partial credit of ½ for spellings and/or grammatical, largely accurate   No credit for error density causing impediment in understanding | | |
| [Content, in suggested responses, may be above the recommended word limit, as it aims to share content points that can be drawn upon to structure the final desired response.] | | |
| A. | Suggested response :  It is common knowledge that claims made regarding inheritance or lineage can’t be contested. It is a known fact that we ,as humans beings ,do not possess the capabilities necessary to successfully contest our destinies.  In the novel "Lost Spring," the families of children like Saheb-e-Alam and Mukesh are caught in an unbreakable cycle of social stigma, which manifests itself in the form of poverty and exploitation. They are compelled to obey and follow  the powerful, and they are unable to organise themselves into cooperative organisations for their own advancement. In the same manner, the low-income sharecroppers in 'Indigo' were denied their right to legal representation. At each and every turn, they were subjected to harassment at the hands of government personnel, and the police did not listen to their concerns. In many cases, the legal system is ruled by repressive laws that have the effect of dampening the spirit of the common man. They lack the bravery to speak out against what they perceive to be unjust transactions, and their legal battles result in a lack of clarity. Both 'Lost Spring' and 'Indigo' demonstrate how the average man is a victim of exploitation as a result of this. | |
| B. | **Suggested response :**  Wednesday, 2nd March XX 9 PM  We had an unexpectedly good day today! As the scorching sun slowly set behind the horizon, a miracle occurred - a car actually stopped at our humble roadside stand. My heart pounded with excitement and nervousness as a well-dressed city dweller stepped out and looked at our handmade crafts.  To my amazement, the city visitor admired our work and purchased a few items. The joy in our hearts was immeasurable, and a sense of pride swelled within me. We exchanged a few words, and I noticed how different our lives were - the way we dressed, the way we spoke, and the worlds we came from - so contrasting, yet connected at that moment.  As the car drove away, leaving behind a trail of dust, I couldn't help but reflect on the significance of this encounter. Earning "city money" felt like a triumph, a glimmer of hope amidst the endless struggle for survival. With a hint of optimism, I thought about the possibilities this could bring - perhaps a chance to provide better opportunities for my children, to break free from the chains of poverty that bound our family for generations.  But even in my excitement, a part of me feared that this could be a fleeting moment of relief. The reality of our harsh lives gnawed at me, reminding me of the uncertainty that still lay ahead. Would the car return tomorrow? Would others like them to come by? Or was this just a temporary stroke of luck in an otherwise unchanging landscape?  As I lay under the starry sky, I felt gratitude mixed with apprehension. The taste of "city money" was sweet, but I knew that true change required more than occasional encounters. It demanded resilience, unity, and a collective effort to break free from the cycle of poverty. Until then, I would cherish this day as a glimmer of hope and a reminder that amidst the struggles, there still exists a chance for a better tomorrow. | |

|  |  |  |
| --- | --- | --- |
| **13.** | **Answer ONE of the two following questions, in about 120-150 words.** | **5** |
| Content -2   Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments   Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance  Expression – 2   Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas   Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion  Accuracy-1   Full credit for none to minimal errors   Partial credit of ½ for spellings and/or grammatical, largely accurate   No credit for error density causing impediment in understanding | | |
| [Content , in suggested responses, may be above the recommended word limit, as it aims to share content points that can be drawn upon to structure the final desired response.] | | |
| A | **Suggested response :**  Dear Sadao  I hope this letter finds you in the best of your health.I am writing this letter with the hope that you still remember this ‘enemy’. Years ago, in the midst of the war, I found myself wounded and stranded on a foreign shore. Desperation filled my heart as I clung to the hope of survival. Little did I know that fate had a different plan for me—a plan that involved two remarkable individuals who would forever change the course of my life.  You took me into your home, treating my wounds and nursing me back to health. Your compassion and selflessness were unmatched, as you extended a lifeline to a stranger from a distant land. I owe you my life, and the debt I carry in my heart can never be fully repaid.  Your love and care embraced me like a warm embrace, erasing the scars of war and restoring my faith in humanity. Sadao, with your expertise as a skilled surgeon, you mended my broken body, while Hana, with her kind words and gentle touch, healed my wounded spirit. Together, you both showed me the true meaning of compassion and grace.  In the years that followed, the war came to an end, and I regained my strength. The horrors of battle slowly faded away, replaced by deep gratitude for the life I had been given by this extraordinary couple. I embarked on a mission to honor their kindness, vowing to share their story and the power of forgiveness and reconciliation.  Today, as I sit here, I am overwhelmed with emotions, thinking about the countless lives that have been touched by the love of both of you. Your act of humanity transcends borders, reminding us that compassion knows no boundaries.  In this moment, I am not just a war hero;I am a witness to the extraordinary capacity of the human heart to heal, to forgive, and to rebuild. I am forever indebted to you and your legacy will forever live on in the depths of my soul.  Yours truly  Tom | |
| **OR** | | |
| B | **Suggested response :**  Ladies and gentlemen, esteemed guests, and fellow seekers of wisdom,  I stand before you today, humbled and honored, to share a journey that transformed my life's trajectory. Many years ago, bitterness nestled in my heart like a thorn, directed towards both people and the world that seemed to label me as different. However, a fateful encounter with an extraordinary man named Mr. Lamb reshaped my perspective.  In the face of adversity, Mr. Lamb exuded a profound kindness, a kindness that extended beyond mere compassion. He taught me that kindness isn't solely directed outward; it's about embracing oneself, scars and all. My bitterness gave way to understanding, that the true strength lies not in denying our struggles, but in acknowledging them with gentleness.  Today, I present to you the essence of my transformation: "Not the face of a victim." It's about refusing to be defined by misfortune, about recognizing that each challenge can be a stepping stone towards growth. It's understanding that kindness towards oneself is the catalyst for resilience. As I share my story, I hope we all can embark on a journey to redefine strength, to embrace kindness, and to craft our own narratives, not as victims, but as triumphant souls.  Thank you. | |