

MARKING SCHEME SET A  
CLASS XII  
ENGLISH CORE

Time- 3 hr.

M.M-100

SECTION A	(READING)	(30M)
Q1	Reading Passage 1	12 marks
I	On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option:	<b>(1x4 = 4)</b>
1	A discussing the relationship between the size of mammals and the nature of vegetation in their habitats	
2	C incorrect assumptions on the part of geologists	
3	D suggest the size of antelope herds	
4	A counter a popular misconception	
II	Answer the following questions briefly:	<b>(1x6=6)</b>
5.	large animals require luxuriant vegetation.	
6.	The traveler may pass for days together through open plains, covered by a poor and scanty vegetation.	
7.	number of prey animals killed by predators	
8.	comparison of the weights of herbivores is largely speculative	
9.	food requirements have been overestimated/large area for animals to forage in/rapid regrowth of plant material/food which is a concentrated source of nutrients (any 1)	
10.	There exists no close relation between the bulk of the species, and the quantity of the vegetation, in the countries which they inhabit.	
III	Pick out the words/phrases from the passage which are similar in meaning to the following:	<b>(1 x2 = 2)</b>
a)	impenetrable	
b)	sterile	
Q2.	Reading Passage 2	10 marks
I	On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option:	<b>(1x2 = 2)</b>

a)	iv	
b)	ii	
II	Answer the following briefly:	1x6=6
a)	Spinoza's idea of the Supreme, reveals himself in the orderly harmony of what exists, not in someone who concerns himself with the fates and actions of human beings.	
b)	courage, zest and zeal to work hard, to excel, to serve.	
c)	you appreciate life more, it brings you closer to you, the real you	
d)	Some gifts you'll like, some you won't, some you will get repeatedly, but nothing will last. It can't. Nothing is designed to last forever.	
e)	Accepting the transient nature of this world, and its eternal impermanence	
f)	more subtle, smart, organized and selfless	
g)	Find words from the passage which mean the same as the following:	1x2=2
i	evidence	
ii	cosmic	
Q3	Note making and summary  Title: Evolution of Bharatnatyam  Abbreviation  Content  <b>1.Temples of Art</b>  1.1 Dance an expression of the divine 1.2 eternal rhythms of the universe 1.3 symbolised in the cosmic dance of Lord Shiva. 1.4 Once sustained and nurtured in temples as part of a rich and vibrant temple tradition 1.5 classical dance in South India a dynamic, living tradition  1.6 continuously renewed over centuries  <b>2.Temple Dance</b>  2.1 Even 2000 years ago, dance in India highly evolved and complex art 2.2 integral part of ancient Indian theatre established by the Natya Shastra- the oldest	8  1  1  3

	<p>and exhaustive treatise on theatre and dramaturgy.</p> <p>2.3 Dance dramas performed in temple precincts.</p> <p>2.4 Dance movements crystallised in stone as karanas in temple sculpture.</p> <p>2.5 Following the Bhakti movement, dance and music became powerful vehicles of veneration.</p> <p>2.6 Gifted, highly educated temple dancers or devadasis supported by the temples.</p> <p>2.7 Some 400 temple dancers were dedicated to and maintained by the Brihadeswarar Temple in Thanjavur.</p> <p>2.8 Dance evolved as a composite art in temples</p> <p><b>3 Tanjore Quartet</b></p> <p>3.1 evolution of bharatanatyam derives from The Tanjore Quartet-the four Pillai brothers – Chinnayya, Ponnayya, Sivanandam and Vadivelu</p> <p>3.2 served as court musicians at the kingdom of Maratha king, Serfoji II in the early 19th century.</p> <p>3.3 restructured the Bharatnatyam dance repertoire into the margam format and their vast and diverse music compositions set specifically for dance.</p> <p><b>4 Bharatanatyam</b></p> <p>4.1 From the temples, dance made its way into the courts of kings</p> <p>4.2 dancers were not just devadasis, but also rajanartakis.</p> <p>4.3 By the early 17th century dance forms like sadir or chinna melam, precursors to bharatanatyam had become popular in the courts of the Maratha rulers in Thanjavur.</p> <p>4.4 However, in the 19th century, colonial propaganda perceived such dance as vulgar and immoral.</p> <p>4.5 led to the Anti-Nautch Movement</p> <p>4.6 In the early 20th century classical dance left the temple for the stage.</p>	
Q4	<p>Option –I Classified Advertisement</p> <p>Title: For Sale ( 1)</p> <p>Content: (2)</p>	4

	<ul style="list-style-type: none"> <li>• Furniture items</li> <li>• condition</li> <li>• expected price</li> <li>• Contact</li> </ul> <p>Expression-grammatical accuracy, spellings (1)</p>	
	<p>Option –II Invitation Content: 2</p> <ul style="list-style-type: none"> <li>• Format of a letter</li> <li>• Name of the event</li> <li>• Time, Date, Venue of the event</li> <li>• Any other relevant information</li> </ul> <p>Expression-grammatical accuracy, spellings 2</p>	4
Q5	<p>LETTER WRITING</p> <p>[Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. However, mixing up of the two is NOT acceptable. In the job application the bio-data may be written separately or within the letter. ]</p> <p>Format 2 marks (1. sender's address, 2. date, 3. receiver's address, 4. subject heading, 5. salutation, 6. complimentary close.)</p> <p>Content 2 marks Expression 2 marks Grammatical accuracy, appropriate words and spellings [1] Coherence and relevance of ideas and style [1]</p> <p>Suggested value points:</p> <p><b>Option I (APPLICATION FOR JOB)</b></p> <ul style="list-style-type: none"> <li>– post applied for</li> <li>– qualifications: Academic, Professional</li> <li>– experience / positions held</li> <li>– references</li> <li>– salary expected (optional)</li> <li>– contact address &amp; telephone number</li> </ul> <p><b>Option II (LETTER OF ENQUIRY)</b></p> <ul style="list-style-type: none"> <li>– reference to advertisement</li> <li>– information to be given: choice of destination, group size,</li> </ul>	6

	tentative dates suitable to you – requirements/ enquiries : discount, passport, visa, itinerary, type of hotel, airways and timing / any other	
Q6	<p><b>SPEECH</b> Format (Greeting/ addressing the audience and thank you at the end along with the speaker’s name) 1 mark Content 4 marks Expression 5 marks Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½] Suggested Value Points</p> <p><b>OPTION I</b></p> <ul style="list-style-type: none"> <li>— Tobacco easily available</li> <li>— cigarettes</li> <li>— pouches of chewable tobacco</li> <li>— brands endorsed by filmstars and celebrities</li> <li>— filmstars shown smoking on screen</li> <li>— Youngsters are misled into believing that smoking or chewing tobacco is trendt</li> <li>— health hazards like respiratory diseases</li> <li>— causes cancer</li> </ul> <p><b>OPTION II</b></p> <ul style="list-style-type: none"> <li>— Courageous</li> <li>— Help in times of emergency</li> <li>— save people’s lives</li> <li>— deploy resources to affected areas in times of floods, earthquake etc.</li> <li>— Need to be honoured for their selfless service</li> <li>— Institute schemes for welfare of the army and their kin</li> </ul>	<b>10</b>
Q7	<p><b>ARTICLE</b> Format 1 mark Title and writer’s name Content 4 marks Expression 5 marks Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½] <b>OPTION I (An Inspiring Talk/ any other relevant heading)</b> Suggested Value Points – Message for students – impact on you</p>	<b>10</b>

	<ul style="list-style-type: none"> <li>– detailed description of the interaction <ul style="list-style-type: none"> <li>— motivation,</li> <li>— difficulties,</li> <li>— how they were overcome,</li> <li>— sense of achievement, satisfaction</li> </ul> </li> <li>– any other relevant detail</li> </ul> <p><b>OPTION II</b></p> <ul style="list-style-type: none"> <li>– Importance of Earth Day</li> <li>– Eco- friendly campaigns initiated by the school</li> <li>– detailed description of the activities <ul style="list-style-type: none"> <li>— motivation,</li> <li>— difficulties,</li> <li>— how they were overcome,</li> <li>— sense of achievement, satisfaction</li> </ul> </li> <li>– community outreach <ul style="list-style-type: none"> <li>– impact on you</li> </ul> </li> </ul>	
<b>SECTION C</b>	<b>LITERATURE</b>	<b>40</b>
8	<p>[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given stanza. In other words it attempts to test their reading comprehension ONLY.]</p> <p>Value points:</p> <ul style="list-style-type: none"> <li>(a) creamy / sour/ dull</li> <li>(b) Shakespeare’s statue &amp; the high rising dome</li> <li>(c) Belled, flowery</li> <li>(d) The world map depicts the world of the rich and the powerful which has been donated to the slum dwellers who live in a different world</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>(a) A Thing of Beauty by John Keats</li> <li>(b) our ancestors who have created beautiful objects for us/people whose achievements made them great and powerful inspire us through their sagas of their noble works.</li> <li>(c) joy provided to us by the bounties of nature and other things of beauty, in the form of nectar pouring on us from heaven.</li> <li>(d) Metaphor/ Imagery/hyperbole: endless fountain of Immortal drink is a thing of beauty or love. beauty or love is like an endless fountain. If one drinks it, one is immortalized and the experience is heavenly.</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>1</b></p> <p><b>1</b></p> <p><b>1</b></p> <p><b>1</b></p>
9.	Short answer type questions ( Answer any Four) Questions are to be answered in about 30-40 words.	<b>3x4=12</b>

	<p>Distribution of marks:  Content: 2 mark  Expression: 1 mark</p> <p>(deduct ½ mark for two or more grammatical/spelling mistakes)</p>	
a)	<ul style="list-style-type: none"> <li>• high temperatures, lack of proper ventilation and light</li> <li>• long working hours in front of hot furnace</li> <li>• eyes are more adjusted to dark than light</li> <li>• dust from polishing bangles affects their eyes</li> <li>• exploited by moneylenders, police, bureaucrats, politicians</li> <li>• fear of being ill treated by police</li> <li>• lack of a leader who can organize them</li> <li>• live in state of intense poverty</li> <li>• sleep on empty stomach, live in stinky lanes overcrowded with humans and animals.</li> </ul> <p><b>(any 4 points)</b></p>	
b)	<ul style="list-style-type: none"> <li>• small rat trap with thirty kronors and a note</li> <li>• wishes money to be returned to crofter</li> <li>• confesses that he had made a mistake</li> <li>• got caught in his own rat trap</li> <li>• thanks for treating him like a real captain</li> <li>• turns over a new leaf</li> <li>• Life is one big rat trap, one gets trapped by own deeds</li> <li>• everyone should get a second chance to improve oneself</li> </ul> <p><b>(any 4points)</b></p>	
c)	<ul style="list-style-type: none"> <li>• <u>Wedding band</u>: symbol of oppression in an unhappy marriage/ Ringed means encircled or trapped, losing individuality and freedom</li> <li>• <u>Aunt Jennifer</u>: a typical victim of male oppression in an unhappy marriage, who suffers loss of individuality, dignity and personal freedom silently. She becomes dependent, fearful and frail</li> <li>• <u>Tigers</u>: symbolize untamed free spirit. Here they are antithesis of their creator’s personality. They pace and prance freely, proudly, fearless, confident and majestic in their bearing. The use of colours implies that Aunt Jennifer's tigers and their land are more vital and enjoy a sense of freedom far greater than her. Yellow (bright topaz) connotes the sun and fierce energy, while green reminds one of spring and vitality</li> <li>• <u>Embroidery</u>: symbol of creative expression. The artwork expresses the Aunt’s suppressed desires and</li> </ul>	

	<p>becomes her escape from the oppressive reality of her life</p> <ul style="list-style-type: none"> <li>• <u>Aunt (last stanza)</u>: as opposed to Aunt Jennifer. It shows that she has lost her identity completely, thus lost even her name.</li> </ul> <p><b>(Any 3)</b></p>	
d)	<ul style="list-style-type: none"> <li>• late winter's moon</li> <li>• Her pale, bloodless and wrinkled face resembles that of a corpse</li> <li>• She has no vigor and energy left in her. She looks wan and pale</li> <li>• The sprinting trees and merry children are happy and young</li> <li>• They present a contrast to the mother's pain and old age and the poet's worry and fear.</li> <li>• They symbolise youth, vigor and spring whereas the mother is old, decaying and frail.</li> </ul>	
e)	<ul style="list-style-type: none"> <li>• The "reward" was the escape of the enemy.</li> <li>• Despite all moral dilemma, Dr. Sadao listens to his heart every time and takes the right decision and his wife Hana very gently follows him.</li> <li>• At last the general forgets to keep his promise, which gives Sadao an opportunity to reconsider his decision.</li> <li>• He gives the soldier a boat, food ,bottled water and quilts and asks him to wait for a Korean fishing boat to escape.</li> <li>• Dr. Sadao searched the spot of black in the twilight sea that night to see if the man was still there but there was no light. Obviously the man had gone.</li> </ul>	
f)	<ul style="list-style-type: none"> <li>• Everybody made fun of Roger Skunk</li> <li>• because he gave out a bad smell</li> <li>• he was upset about this</li> <li>• He met the old owl who advised him to go to the wizard</li> <li>• which would help him and give him a pleasant smell</li> </ul>	
10.	<p>[These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</p>	<b>6</b>



	<p>Distribution of marks:  Content 3 marks  Expression 3 marks  Grammatical accuracy, appropriate words and spellings [1½]  Coherence and relevance of ideas and style [1½]</p>	
	<ul style="list-style-type: none"> <li>• Sophie was a girl given to imagination and day dreaming</li> <li>• thought of having a boutique</li> <li>• Jansie was very much aware about their financial conditions and family background</li> <li>• She knew that both were earmarked for the biscuit factory after passing school</li> <li>• Sophie wanted to have a boutique</li> <li>• She imagined herself to be like Mary Quant and would have the most amazing shop this city had ever seen</li> <li>• But Jansie asked Sophie to be sensible because her dad would never allow it.</li> <li>• She had another option of becoming actress along with her boutique.</li> <li>• She also thought of becoming a fashion designer.</li> <li>• But Jansie discouraged her because she knew that both were earmarked for the biscuit factory.</li> <li>• Both belonged to a lower middle class family and their families were not well off financially. <b>(Any 4 points)</b></li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Gandhiji's meeting with Shukla/Problems of Peasants/ Gandhiji arrived at Champaran/</li> <li>• wanted to meet secretary of British Landlord's Association/was refused/tried to meet Commissioner of Tirhut/was bullied and ordered to leave Champaran/Defied order/</li> <li>• Prevented from meeting peasant/Disobeyed notice to leave Champaran/was summoned at court/worked whole night to get the support/peasants gathered in large number to show support to him/</li> <li>• Gandhiji proved that British power was no longer unchangeable/authorities got afraid and postponed the case/Gandhiji released on bail/lawyers decided to follow Gandhiji/</li> <li>• First Triumph of Civil Disobedience/Case dropped against Gandhiji/he planned Civil Disobedience/ commission of enquiry appointed by governor/evidence</li> </ul>	

	<p>against landlords found/</p> <ul style="list-style-type: none"> <li>• Gandhi agreed for 25% refund as was agreed by landlords/</li> <li>• indigo share cropping abandoned and land given to peasants(<b>Any 4 points</b>)</li> </ul>	
11.	<p>[These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</p> <p>Distribution of marks:  Content 3 marks  Expression 3 marks  Grammatical accuracy, appropriate words and spellings [1½]  Coherence and relevance of ideas and style [1½]</p>	<b>6</b>
	<ul style="list-style-type: none"> <li>• It is not only Mr.Lamb’s strange ideas that attract Derek but also his loneliness and longing for company –</li> <li>• he returns to him at the end- the two have a great affinity – both have suffered loneliness –</li> <li>• both long for company- both are physically impaired- both have suffered rejection from others</li> <li>• /Mr. Lamb revives the almost dead feelings of Derry towards life/</li> <li>• He motivates him to think positively about life, changes his mind set about people and things/</li> <li>• Everything appears to be the same but is different- eg. of bees and weeds/</li> <li>• The gate of the garden is always open/</li> <li>• Derry is inspired and promises to come back.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Auto biographical accounts deal with women of marginalized communities/</li> <li>• Both narrate prejudices and humiliation faced from mainstream culture/</li> <li>• Both are brave who use their talent, education to stand up for this own and community/rights</li> <li>• Both use the power of pen to fight oppression/</li> <li>• Zitkala Sa’s first day at school is unpleasant/</li> <li>• at the breakfast table, she does not understand the rules and makes several mistakes/</li> </ul>	

	<ul style="list-style-type: none"> <li>• She was tied to a chair and her long hair was cut/ she felt humiliated and her spirit was crushed/</li> <li>• Bama experienced untouchability very early in life/</li> <li>• saw an example of it with an elder of her community/</li> <li>• Her brother told her to work hard to win honour and dignity</li> </ul>	
12	<ul style="list-style-type: none"> <li>• relationship an administrator has with two bad, lazy, ineffective, and difficult employees who also happen to be related by blood to him/</li> <li>• Squire Cass did not trust either of them enough to administer the Red House.</li> <li>• The sons also knew that they would never be at par with their father because none of them had the work ethics, the strength of morale, nor the attitude to take over a job as well as the Squire.</li> <li>• Hence, it is the relationship of master and servant, soldier and commander, boss and employee/</li> <li>• Godfrey seems to appear to the public as the gentler, kinder, and nicer of the two brothers/</li> <li>• he is weak of character, prone to being misled, and easily fooled/</li> <li>• Dunstan is arrogant, senseless and selfish/</li> <li>• is intellectually dull/reckless and morally depraved.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Marvel was a short, fat tramp who sported a shabby hat and thrived on charity.</li> <li>• He was lazy and did not show any intention to work hard for improving his life.</li> <li>• Griffin did not have a very high opinion about Marvel's abilities, still he made him his accomplice because Marvel was an obvious weakling who could be easily intimidated.</li> <li>• His cowardice did not let him defy Griffin's commands. Surprisingly, this apparently good-for-nothing fellow managed to cheat a wicked and dangerously evil man like Griffin.</li> <li>• He was a simple person, ill-equipped in every sense, as compared to the all-powerful Invisible Man. He had no choice but to obey each order coming from his self-proclaimed master.</li> <li>• Marvel was more of a slave than an accomplice in crime. When he succeeded in sneaking away, it was actually to save his life.</li> <li>• Of course towards the end he does show smartness by hiding the entire money and the three books of Griffin.</li> </ul>	6

	<ul style="list-style-type: none"> <li>• He also exhibits his keen business acumen by wisely investing this money to open an inn.</li> <li>• His decision to name this venture after the Invisible Man again shows that Marvel knew how to turn circumstances in his favour.</li> <li>• He never revealed to anyone that the three books of Griffin were in his possession. He pondered over them in private trying to figure out the coded message. This was done for survival rather than treachery.</li> </ul>	
13	<ul style="list-style-type: none"> <li>• Godfrey attempts to broach the subject of adopting Eppie in a number of ways, first saying that his family owes Marner a great debt</li> <li>• then that Marner seems too old to work at the loom.</li> <li>• When these approaches fail, Godfrey states plainly and coarsely that they are offering to take Eppie into their care as their own child .</li> <li>• Godfrey insists that he has a claim on Eppie and confesses that he is her father.</li> <li>• Godfrey tells Silas that he is standing in the way of Eppie’s welfare/</li> <li>• Eppie firmly refuses the Casses’ offer saying that Marner was the only father she knew and would not leave him.</li> <li>• Marner asks Godfrey why he waited 16 years to take Eppie back/</li> <li>• Godfrey says that he is repenting now/ Marner argues that his repentance does not make Eppie rightfully his/</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Ambition and lust for unchallengeable power led Griffin to dissociate himself from his brethren and eventually caused his downfall.</li> <li>• Unregulated human aspirations and follies leads to wasted lives.</li> <li>• Griffin was a young science student at the University College. He was a six feet albino, lacking pigment in skin, hair and eyes. He won a medal for excellence in Chemistry but his fascination for light made him drop medicine and he then took up physics.</li> <li>• He pursued an unrealistic ambition to find a formula that could make a living being invisible.</li> <li>• He followed his target with insane persistence because of which he withdrew himself from everything that could associate him with a normal life.</li> <li>• His selfish nature hindered him from sharing the credit of his work with anybody else. He worked single</li> </ul>	6

	<p>handedly and was therefore always alone in his great moments'. He worked in isolation for three long years with absolutely cramped means. Eventually he found it impossible to complete this research because of paucity of money.</p> <ul style="list-style-type: none"><li>• His obsession with invisibility stripped him of all human emotions and he stooped so low as to rob his own father driving him to commit suicide.</li><li>• His overambition hurled him from the summit of success to the abyss of total disaster and his lust for power and money stripped him of all ethics.</li><li>• His untamed ambition and desire and unlimited power made him absolutely inhuman and heartless. An intelligent scientist, who could have made the world a better place, instead became a menace.</li><li>• The downfall caused by his inappropriate desires eventually drove him to his death at the hands of the people.</li><li>• Thus the story of the Invisible Man poignantly elucidates the theme of selfishness, isolation and overambition leading to the irrevocable destruction of a capable life.</li></ul>	
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