

**MARKING SCHEME
CLASS XII
ENGLISH ELECTIVE CBSE**

Time Allowed -3 hrs.

Maximum Marks-100

	SECTION A READING–30 marks	
1	<p>1.1 a) The Ring b) quite unmoved by these hoary shapes/between them and the living there seemed to stretch a gulf too wide /apathy/indifference c) secret appointments/gallows/ pugilistic encounters d) dismal privacy of the Amphitheater shut out every appreciative passer's vision, every commendatory remark from outsiders / it was like acting to an empty house/ no appreciative audience to clap and cheer e) worried about his reputation/ had a secret</p> <p>1.2 a) hidden b) ancient c) boxing matches d) private e) blood-thirsty</p>	1x 5 = 5 1 x 5 = 5
2	<p>Note making and summary</p> <p>NOTES Title: Ladakh - the Land of High Passes(or any other relevant title) 1 mark Abbreviations 1 mark Content 4 marks</p> <p>1. Remarkable Geography 1.1 lies across the Kashmir Valley and over the famous Zoji La pass 1.2 completely different from the green landscape of many other parts of the Himalayas – nature at extreme 1.3 freezing winds and burning hot sunlight 1.4 is a cold desert lying in the rain shadow of the Great Himalayas and other smaller ranges 1.5 Little rain and snow reaches this dry area-rainfall as low as 10 cm each year. 1.6 large rivers and their tributaries have carved deep gorges far below their steep banks</p> <p>2. History 2.1 once the Kingdom of Ladakh 2.2 early colonizers a) the Indo-Aryan Mons from across the Himalayan range b) Darads from the extreme western Himalayas c) nomads from the Tibetan highlands 2.3 contiguity with Kashmir, Kishtwar and Kulu 2.4 Mons carried north-Indian Buddhism to these highland valleys 2.5 Darads and Baltis of the lower Indus Valley introduced farming 2.6 Tibetans introduced the tradition of herding.</p>	6

	<p>3. People/ Population</p> <p>3.1 agrarian population of about 80,000</p> <p>3.2 majority of the population is Muslim</p> <p>3.3 Descendants of missionaries of Kashmir who introduced Islam, locally called Aghas, still hold sway over the population</p> <p>3.4 people follow ancient folk traditions</p> <p>a) with Buddhist and animistic undertones</p> <p>b) Many folk traditions connected with the agricultural cycle</p> <p>4. Tourism in Ladakh</p> <p>4.1 adventure tourism because of several river valleys</p> <p>a) spectacular valleys of Suru and Zaskar</p> <p>b) smaller lateral valleys of Dras and Wakha-Mulbek</p> <p>4.2 itinerary of the average tourist</p> <p>a) begins with a tour of Leh</p> <p>b) visits to monasteries located along a stretch of the Central Indus Valley,</p> <p>c) between the spectacular monastery of Lamayuru in the west and the prestigious establishment of Hemis in the east</p> <p>d) trekking along the lateral valleys, especially in Markha</p> <p>4.3 Few venture out of the central Indus valley, which represents Ladakh's heartland</p> <p>Summary 4 Marks</p>	
<p>3</p>	<p>POSTER Marking: 4 marks Title : Julius Caesar (or any other appropriate title)1 mark Content: 2 marks</p> <p><input type="checkbox"/> Time date venue of the event</p> <p><input type="checkbox"/> Cast and other credits</p> <p><input type="checkbox"/> Availability of tickets/ contact person/address/number</p> <p><input type="checkbox"/> For a charitable cause/ proceeds to charity-name the cause</p> <p>Any other relevant information</p> <p>Expression-grammatical accuracy, spellings 1 mark</p> <p style="text-align: center;">OR</p> <p>NOTICE Objective: To draft a notice in an appropriate style.4 marks Content (includes format)3 marks Format –name of the school, notice / title, date of issue, signatory, designation of the issuing authority</p> <p>– The candidate should not be penalised if he / she has used block letters, with or without a box.</p> <p>Expression (Coherence and relevance of ideas, accuracy and style)1 mark</p> <p>Suggested Value Points</p> <p>–details of the vacation swimming classes</p> <ul style="list-style-type: none"> • charges • registration <p>–specialized coaching</p>	<p>4</p>

	<p>–Time, duration, number of days –any other relevant detail</p> <p>(Due credit should be given for the economy of words used)</p>	
4	<p>LETTER WRITING [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 1 marks (1. sender’s address, 2. date, 3. receiver’s address, 4. subject heading, 5.salutation, 6. complimentary close.)</p> <p>Content 3 marks Expression 2 marks</p> <p>Grammatical accuracy, appropriate words and spellings [1] Coherence and relevance of ideas and style [1]</p> <p>Suggested value points: (LETTER OF INQUIRY)</p> <ul style="list-style-type: none"> – Introduction- reference to the inquiry – List at least 3 to 4 questions related to the issue – Be precise, specific and to the point – Do not mention unnecessary details <p style="text-align: center;">OR</p> <p>Suggested value points: (LETTER TO THE EDITOR)</p> <ul style="list-style-type: none"> • Raise the issue of indiscriminate use of polythene bags and their harmful impact on the environment • Describe your experience at Ooty and what you learnt from it. • Draw the attention of the concerned authorities/general Public • Request concerned authorities to take the action NOT to the editor • Analyse the issue in terms of its cause and consequences • Offer suggestions 	6
5	<p>REPORT Content 4 mark Headline and reporter's name Fluency 3 marks Accuracy 3 marks Grammatical accuracy, appropriate words and spellings [1½] Coherence and relevance of ideas and style [1½]</p> <p>Suggested value points: A Report should answer the questions :</p> <ul style="list-style-type: none"> • what • where • when • how <p style="text-align: center;">OR</p> <p>ARTICLE WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently. Content: (title/heading and name of writer) 4 marks</p>	10

	<p>FLuency: 3 marks Accuracy : 3 marks Grammatical accuracy, appropriate words ad spelling (1 ½) Coherence and relevance of ideas and style (1 ½) Suggested value points:</p> <ul style="list-style-type: none"> • Child labour widespread both in urban and rural India • Parents forced to send their children for employment because of poverty • Educated and affluent continue to promote this evil practice • children work under hazardous conditions • education for all is the only solution 	
6	<p>SPEECH Content (includes opening address and conclusion) 4 marks Fluency 3 marks Accuracy 3 marks Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½] Suggested value points:</p> <ul style="list-style-type: none"> • high pressure jobs and competitive environment leads to health problems • students do not get sufficient exercise and sleep because of a busy study schedule • Lifestyle changes are required • Avoid junk food, caffeinated drinks, alcohol and tobacco in any form • eat a nutritious diet of home cooked simple food • Take time out to walk or do yoga and pranayam • Listen to soothing music • Read motivational books because mental health is equally important <p style="text-align: center;">OR</p> <p>SPEECH same as above Suggested value points:</p> <ul style="list-style-type: none"> • Thank the school for inviting • hard work is the key to success • Be well informed • Books to read and how to prepare • seek information from the right sources • stay positive 	10
7	<p>(A) REARRANGING Objective: To read and arrange words and phrases into meaningful sentences. (i) Women have the courage to change the course of mankind’s history. (ii) There can be no true governance and development without equal participation of women at all levels of decision making. (iii) I think the key to success is for women to not set any limits</p> <p>(B) EDITING Objective: To use grammatical items appropriately Marking: ½ mark each</p>	<p>1 x 3 = 3</p> <p>½ x 8 = 4</p>

	<p>Note: If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded. - If only the correct words are given, marks should be awarded.</p> <table border="0"> <thead> <tr> <th>Error</th> <th>Correction</th> </tr> </thead> <tbody> <tr><td>a) has</td><td>is</td></tr> <tr><td>b) for</td><td>on</td></tr> <tr><td>c) like</td><td>as</td></tr> <tr><td>d) which</td><td>that</td></tr> <tr><td>e) for</td><td>to</td></tr> <tr><td>f) from</td><td>since</td></tr> <tr><td>g) its</td><td>the</td></tr> <tr><td>h) prove</td><td>proved</td></tr> </tbody> </table> <p>(C) WRITING A DIALOGUE NOTE: In question 7(c) care should be taken not to award marks to any inaccurate answers carrying errors in grammar and punctuation. Objective: To understand the context and frame relevant appropriate questions Marking: ½ mark for every accurate question framed Note: No marks to be awarded if there is any inaccuracy.</p> <p>1. You: Ma'am, how long have you been teaching Sanskrit? Mrs. Saini: I have been teaching since 1988.</p> <p>2. You: What were your feelings on receiving the award from the President of India? Mrs. Saini: It was a momentous occasion.</p> <p>3. You: What message do you have for your students? Mrs. Saini: There are no shortcuts to success!</p>	Error	Correction	a) has	is	b) for	on	c) like	as	d) which	that	e) for	to	f) from	since	g) its	the	h) prove	proved	<p>½ x 6 = 3</p>
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	<p>SECTION: C (LITERATURE: TEXT BOOKS and LONG READING TEXT) (Marks : 40)</p>																			
<p>8</p>	<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.] (A) Value points:</p> <table border="0"> <tbody> <tr><td>a) At a Potato Digging by Seamus Heaney</td><td style="text-align: right;">1</td></tr> <tr><td>b) The poet compares potato digging to a traditional procession/ laborers are bending down, straightening their body and then they are moving on like devotees</td><td style="text-align: right;">1</td></tr> <tr><td>c) fear of the famine/reminded of the past/they seem to be worshipping a famine god to keep the famine at bay</td><td style="text-align: right;">1</td></tr> <tr><td>d) The ground becomes the place of worship each year as those harvesting are only too aware that such bounty in nature cannot be taken for granted</td><td style="text-align: right;">1</td></tr> <tr><td>e) Metaphor: the wet earth yields food, a human necessity, intensified by famine altar of the sod.</td><td style="text-align: right;">1</td></tr> </tbody> </table> <p>(B) Value points:</p> <table border="0"> <tbody> <tr><td>(a) Hamlet's Dilemma by William Shakespeare</td><td style="text-align: right;">1</td></tr> <tr><td>(b) Hamlet can choose to exist in shame or fight back in rage and triumph over the indignities that he suffers.</td><td style="text-align: right;">2</td></tr> <tr><td>(c) cruel barbaric circumstances/arbitrary fate</td><td style="text-align: right;">1</td></tr> <tr><td>(d) Metaphor: Unfortunate events that can occur to a person are compared to slings and arrows/b) "a sea of troubles", Metaphor: the many troubles that a person might</td><td style="text-align: right;">1</td></tr> </tbody> </table>	a) At a Potato Digging by Seamus Heaney	1	b) The poet compares potato digging to a traditional procession/ laborers are bending down, straightening their body and then they are moving on like devotees	1	c) fear of the famine/reminded of the past/they seem to be worshipping a famine god to keep the famine at bay	1	d) The ground becomes the place of worship each year as those harvesting are only too aware that such bounty in nature cannot be taken for granted	1	e) Metaphor: the wet earth yields food, a human necessity, intensified by famine altar of the sod.	1	(a) Hamlet's Dilemma by William Shakespeare	1	(b) Hamlet can choose to exist in shame or fight back in rage and triumph over the indignities that he suffers.	2	(c) cruel barbaric circumstances/arbitrary fate	1	(d) Metaphor: Unfortunate events that can occur to a person are compared to slings and arrows/b) "a sea of troubles", Metaphor: the many troubles that a person might	1	
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9	<p>a) Lord Weston is absent minded-does not remember that he has written the note himself-neither does he recognise his handwriting- immediately jumps to a conclusion that his life is in danger- pompous to believe that he is as important as Julius Caesar-panics and takes hasty and extreme measures for his protection- Lady Weston on the other hand is a practical woman with a great deal of common sense- Knows her husband's habit of over reacting- tries to bring sanity to the situation by reasoning with him-but when it seems he is not willing to listen to sense she makes light of the situation by using humour and sarcasm.</p> <p style="text-align: center;">OR</p> <p>b) Mummified monkey's paw had a spell put on it by a fakir to prove that fate ruled people-it fulfilled 3 wishes but was mischievous as it brought misfortune and the last owner had wished for death Herbert White does not believe in it at all and makes fun of the story- Mr and Mrs White begin to believe in the power of the paw and make 3 wishes at various points in the play. they did this to care the burden of repaying the laon for their house.</p>	4
10 (A)	<p>a)</p> <ul style="list-style-type: none"> • captivated the audience by his voice and presence • men and women looked at him in awe-half horrified, half charmed • opening address was quiet and humorous • narrated imaginary experiences of his boyhood • gradually his anecdotes became gruesome and hideous • he spoke of the agony of those executed and mirrored their last moments before the execution. • He shrieked his remorse • There was pin drop and tense silence in the audience and when he exited there was a thunderous applause <p>b)</p> <ul style="list-style-type: none"> • past is done with • we can't change it • future is yet to come • we may be able to shape it • the past has given us some part of the truth • the future hides it and invites us to search for them • we have to often struggle to leave the past behind <p>c)</p> <ul style="list-style-type: none"> • to work for your dream • move towards it all the time • discard all those things that come in the way of finding it • Don't expect too much too quickly 	5+5 =10
(B)	<p>desire for approval and recognition is a healthy motive-desire to be regarded as better stronger or more intelligent than a fellow human being or a fellow scholar is destructive as it is egoistic- can be injurious to both individual and society-therefore schools and teachers should not use this to motivate students to work – refute Darwin's theory of the struggle for existence and selectivity by saying that competition between individuals is as unnecessary as that between ants of a anthill.</p> <p style="text-align: center;">OR</p> <p>Freda's insistence on playing with Marian brings out the over protective streak in Anne-she is reminded of the discomfort that her daughter feels in the presence of other children- she is also reminded of her foolish longings to have a child who is like</p>	6

	<p>Freda- feels a twinge of envy and regret upon looking at Freda- Jolted by Marian's question if she would rather have Freda as her daughter-realizes that it is her attitude that is the cause of her daughter's unhappiness and shyness- realizes her mistake and reassures Marian</p>	
<p>11</p>	<ul style="list-style-type: none"> • Kemp was the first person who analysed the existence of the Invisible Man without any trace of or apprehension. • He was a well-qualified scientist • he had a rational and logical approach to the happenings around him. Thus he scoffed at the idea of the invisible Man and those who believed in the existence of such an absurd being were looked upon by him with contempt. • was a keen observer and a self-confident scientist • On coming face to face with the invisible man, Kemp did not get startled. He never lost his cool and in a very calm and composed manner, he heard Griffin's entire story with patience and assured to respect his freedom. • Kemp's determination to check any potential threat to the society and his grit to contain the unchecked terror caused by the Invisible Man was thus fully established. • This can't be called a betrayal because he took this step in the larger interest of the welfare of the society. • The manner in which he arranged and organized the arrest of Griffin also indicates the dominance of his moral strength over any other human weakness. • In college Kemp was Griffin's senior, but Kemp was not violent or given to fits of madness, he was not impulsive and had a logical thinking. • On the other had Griffin, because of his boundless ambition became anti-social and isolated himself from rest of the world. In his pursuit he loses his humanity and allows himself to become a slave of negative forces. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Marvel was a tramp • He was lazy and did not show any intention to work hard for improving his life. • 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. • 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. • But this act does not make him a turncoat in any way because he assisted Griffin much against his own wish. • He was a simple person, who was no match for the all powerful Invisible Man. • He had no choice but to obey each order coming from his se • If proclaimed master. • Marvel was more of a slave than an accomplice in crime. When he succeeded in sneaking away, it was actually to save his life. • Of course towards the end he does show smartness by hiding the entire money and the three books of Griffin. • But once again this was done for survival than treachery. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Molly Farren takes the last dose of opium and falls unconscious in the snow 	<p>10</p>

- The child slips from her clasp down into the snow.
- It discovers a bright light coming across the night and toddles toward it.
- The light comes from the open door of the weaver's cottage, where Silas stands unconscious, in one of his fits.
- He has been told that to watch the new year in is good luck and may bring his money back, and he has been watching out the door for some sign of the gold.
- When Silas recovers, he thinks for a moment that his gold *has* come back, for on the hearth he sees a blurred vision of a heap of coins.
- When he touches them, he finds they are the golden hair of a sleeping child.
- he feels he should keep her because it came to him, as if it were an act of fate or destiny that should bring them together
- Feels a kinship with the child since they are both alone

OR

- The wrong doers get punished for their sins and the righteous get rewarded for their faith and patience
- Dunstan dies leaving behind the gold which lawfully comes back to Silas
- Godfrey does marry Nancy but they are childless
- Silas is blessed with the coming of Eppie who fills his life with love and kindness
- Eppie refuses to let Godfrey adopt her and calls Silas her father