MARKING SCHEME (2020-21)  
ENGLISH – Core  
CLASS-XII

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. b) make the process sound simple.

   ii. a) “He switched on the radio to listen to the news while having dinner.

   iii. c) 4,1,5,3,2

   iv. b) clumsy

   v a. a) image 1
       (for visually impaired candidates)—

   v b. (a) 50% water:50% rice

   vi. d) She enquired about it in.

   vii. c) presumptuous.

   viii. b) The speaker may not have much of stage presence, but you've got to admit she’s got chutzpah.

   ix. d) Smelling the delicious aroma of cooked rice

   x. a) almost perfect to taste.

   xi. c) 3 and 6.

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

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

i. d) easy availability of internet

ii. c)2 & 3

iii. d) incredible
iv. c) Option (3).

v. b) plagiarism.

vi. b) 2 and 4

vii. a) Never using the internet for work and leisure

viii. a) indignant

ix. c) More than 50% stated enjoying both versions of books for leisure reading.

x. b) Option (2)

xi. a) 1, 3, 4, 2 (for visually impaired candidates)

i. d) easy availability of internet

ii. c)2 & 3

iii. d) incredible

iv. c) Under 5% study without computers, but all reported usage for work at least once.

v. b) plagiarism.

vi. (c) 1 and 4

vii. b) Weekly usage is more popular than monthly usage.

viii. d) The nature of an organization, industry etc. and the way it appears to people

ix. c) More than 50% stated enjoying both versions of books for leisure reading.

x. b) The book download option was a close second to the bookmarking, highlighting, and note taking ability reason.
xi. a) 1, 3, 4, 2

LITERATURE (4+4=8 marks)

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

(A)

i. (d) temporary

ii. (a) hyperbole

iii. (b) necessity

iv. (c) Rag picking has attained the position of a skill.

(B)

i. (c) the crowd was listening only to Gandhi.

ii. (b) dread instilled in the hearts of Indians had begun to lessen

iii. c) sarcastic

iv. b) calm acceptance

(C)

i. (a) curious and irritable

ii. (b) getting restless

iii. (b) 2 and 4

iv. (d) shock, anger and disapproval.
4. Attempt one of the two (1x 4 marks)  

[Competencies – comprehension, analysis, inference]

(A)  
i. (b) badly maintained walls.  

ii. (a) hopes and aspirations of the children  

iii. (d) irony  

iv. (c) life ahead for the slum children is as unclear and hazy as fog.  

(B)  
i. (b) a life-giving force.  

ii. (a) sadness and nostalgia  

iii. (a) aabb  

iv. (c) imagery  

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

[Competencies – comprehension, analysis, inference, interpretation]  

i. (d) humour and wit  

ii. (d) Douglas decided to practice relentlessly to overcome his fear.  

iii. (b) the contrast between studying in the dreary classroom and playing outside freely.  

iv. (b) Trees provide relief from heat.  

v. (a) was overwhelmed with emotions.  

vi. (c) enterprising and persistent.  

vii. (c) sympathy  

viii. (c) limitless exploitation of natural resources.  

ix. (b) a dream come true.  

x. (d) put on to cheer her mother.
## WRITING (16 marks)

<table>
<thead>
<tr>
<th>Allotment of marks</th>
<th>Value point suggestion</th>
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</thead>
</table>
| **6.**  
3 Marks: Format: 1 / Content: 1 / Expression: 1) | **Advertisement**  
- Situation Vacant  
- Specification about the work of the Interior decorator  
- Accept any relevant qualities/characteristics or experience required  
- Remuneration and benefits/incentives  
- Mode of applying  
- Contact details  
**OR**  
**Notice**  
- For whom?  
- What? – a mental health workshop to be conducted by the school counsellor.  
- when – date, month, 20XX (accept all formats of writing date)  
- where – …………. (any plausible venue)  
- benefits of the workshop- help us increase our understanding about mental health, deal with our problems better etc. (accept relevant inclusions)  
- Request to attend the same  
Any other relevant detail/point shall be accepted.  
→ No marks to be deducted for exceeding word limit |
<table>
<thead>
<tr>
<th>7.</th>
<th><strong>Formal reply as the art therapist (letter type)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Marks: Format: 1 / Content: 1 / Expression: 1</td>
<td>• Expression of gratitude for the invite</td>
</tr>
<tr>
<td>(A) formal reply of invitation</td>
<td>(Could include an appreciation of the initiative)</td>
</tr>
<tr>
<td>(B) Invitation</td>
<td>• Acceptance of the invite</td>
</tr>
<tr>
<td></td>
<td>• Confirmation about relevant details such as time, date etc.</td>
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<tr>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Informal invite to cousin, Pooja (letter type)</strong></td>
</tr>
<tr>
<td></td>
<td>• Share the feeling of happiness at the purchase</td>
</tr>
<tr>
<td></td>
<td>• Mention the occasion and provide details</td>
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<td>(time, place; any other specific instructions)</td>
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<td></td>
<td>• Share expectations ( bring parents/ pick up</td>
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<tr>
<td></td>
<td>xyz/ come early to help/ bring certain items</td>
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<tr>
<td></td>
<td>etc.)</td>
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</tbody>
</table>
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 --- concern that garbage collection continues to be done without segregation
- State reasons - garbage collectors not segregating/Residents need to segregate at home/ pick up can be done in vans/ Liaison with local municipal corporation to ensure last mile segregation. (any other)
- Suggestions - RWAs to spread awareness, be vigilant—residents to be responsible of how they segregate / RWA to spread the word and disseminate information, start a system of maintaining records, a awards for those doing a good job, use functional CCTV cameras; collaborate with local municipal committee for regular segregation etc.(any other)

Accept any other relevant point

OR

- Cover letter-
  → introduction
  → reference of the advertisement given (visual cue)
  → any relevant reason of applying for the job—e.g. -have recently shifted to Delhi and have been looking for a suitable opportunity,
  → any relevant qualities that make the candidate suitable for the job—e.g. sincerity
  → a record of great rapport with the students etc.
  (any other relevant)

- Bio-data- (refer to the visual cue)
  → Qualifications and experience that match the job profile- e.g.- holds a Master’s degree in Physical Education, has prior experience as a sports teacher in a school.
  → References
<table>
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<tr>
<th>9.</th>
<th></th>
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<tbody>
<tr>
<td>5 Marks: Format: 1 / Content: 2 / Expression: 2 [1] coherence and cohesion + 1 accuracy])</td>
<td>Article Writing – Travelling</td>
</tr>
<tr>
<td>(A) Article</td>
<td>Note – Since the question speaks of evaluating both options, it must include value points for both - reading about places and actually travelling to them - to create a robust article.</td>
</tr>
<tr>
<td>Format of the Article</td>
<td>- Paragraph 1</td>
</tr>
<tr>
<td>- Heading</td>
<td>Suggested value points with regards to reading/surfing about places-</td>
</tr>
<tr>
<td>- By line (name, class) (may be listed at the end too)</td>
<td>• Food for the mind- educates one about different cultures</td>
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<tr>
<td>- Body (split into paragraphs)</td>
<td>• Educates one about distinct histories</td>
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<td></td>
<td>• Preview into cultures, know about experiences of other travellers</td>
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<tr>
<td></td>
<td>- Paragraph 2</td>
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<tr>
<td></td>
<td>Suggested value points with regards to travelling to places-</td>
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<tr>
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<td>• builds confidence- by exposing one to new experiences</td>
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<td>• opportunities to make friends- gives a chance to meet new people/widen horizons/ create contacts that might be helpful in future ( may use examples for the same)</td>
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<td>• make memories – spend time with friends/ family/ self-photographs, blogs, videos etc.</td>
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<td>• experience new cultures- be a part of different cultures by spending time with people/ partaking in festivities etc.</td>
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<td>• expands knowledge via experience—pick up a language/ understand a country’s demography etc.</td>
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<td>- Paragraph 3</td>
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<td></td>
<td>• Relevant conclusion based on the discussion in paragraphs above</td>
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<td>Accept any other relevant point(s)</td>
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</table>
## Report writing

**Format of a report**
- Title
- Reporter’s name/ as a correspondent
- Content (split into paragraphs)

OR

**Report**

Paraphrase 1-expansion of the headline

Paraphrase 2- description/ details (chronologically)[ use of transition words expected]

Paraphrase 3- eye witness account/s, concluding observation.

(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]

<p>| | |</p>
<table>
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</table>
| i. | - moment of world peace/ universal brotherhood  
   - love forged through introspection in silence |
| ii. | - Use of the metaphor of rattrap to highlight story of a character  
   getting trapped in his avarice |
| iii. | - Realization that she has not given enough care to her aging mother  
   - Fear of permanent separation from her mother |
| iv. | - As a sign of repentance for not attending school often  
   - To pay their tribute to the teacher  
   - As a mark of respect for the country which was no longer theirs  
   (accept any two) |
| v. | - No progress or development despite years of mind-numbing toil  
   - poverty, illiteracy, dissatisfaction prevails  
   - all labourers victims of middle men and touts  
   (accept any two) |
vi. 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
- Highlights the oppressed state of women

11. Attempt any two of three (2x2 marks = 4 marks)

(2 marks - 1 for content + 1 for expression) [Competencies - inference and critical thinking]

<table>
<thead>
<tr>
<th>i.</th>
<th>(accept all relevant answers supported by rationale)</th>
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<tbody>
<tr>
<td></td>
<td>- Sam had not believed Charley when he had mentioned the third level at the Grand Central.</td>
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<tr>
<td></td>
<td>- Sam had liked the description of 1894 life and living.</td>
</tr>
<tr>
<td></td>
<td>- Sam must have gone in search of the third level and found it</td>
</tr>
</tbody>
</table>

| ii. | - Was planning his escape |
|     | - The police officer and police van driver were his accomplices |
|     | - Could not risk discovery- had to keep up the façade that the authorities had the upper hand. |

| iii. | - As a doctor- adhere to sense of duty |
|      | - As a human being- a sense of humaneness |
|      | - Acceptance of the general’s plan – in accord with loyalty to his country which was at war with Tom’s country. |

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

[Competencies - global comprehension and extrapolation beyond the text]

|   | - Douglas’ struggle – determination to face fear—overcome it |
|   | - Accept any relevant examples from the text as a link to life’s challenges/ setbacks/ obstacles |
|   | - symbolism- deep water not just restricted to water but is a metaphor for human fears/phobias/anxieties |
|   | - significance- the struggle and journey of overcoming one’s fears. |
|   | (important to develop a connection between Douglas’ journey / determination to face fear with life’s challenges) |
The rattrap seller undergoes change in his personality as he experiences the shift from isolation to community.
- Rattrap seller is devoid of family and friends, he is depicted as a loner
- Instances that depict his engagement with community- hospitality of the old man, the Christmas episode
- His experience of friendship leading to a change in his persona.
- Any other relevant point.

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

[Competencies- global comprehension and extrapolation beyond the text]
### Relationship --- Friendship?

- 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
- 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

(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.

Accept any other relevant point.

**OR**

### (B)

- The title encapsulates the thematic question addressed in the story.
- It’s open to debate and the writer chose to keep it unresolved; added a question mark.
- While Jo would want the wizard to hit mommy, Jack didn’t. ---- shows the contrast between the two of them.
- Jo- independent and thoughtful --- unconvinced that mothers are always right --- empathizing with the sorry situation of Roger -- wanted the Wizard to hit mommy
- 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 .
- Title depicts the larger question --- two ideologies
  - one that supports conventions
  - other that supports individuality.

Accept any other relevant point/s.