

Class XII  
ENGLISH  
Code No. 101  
English Elective CBSE  
Marking Scheme  
2014-15

Max: 100

Time 3 hrs.

The Question paper is divided into three sections:

Section A:	Reading	20 Marks
Section B:	Writing & Grammar	40 Marks
Section C:	Literature	40 Marks

**General Instructions**

1. All questions are compulsory.
2. You may attempt any section at a time.
3. All questions of that particular section must be attempted in the correct order.

	Section A Reading	20 Marks
<b>Q1</b>	<p><b>1.1</b> TITLE : <u>GOLD- A FASCINATING METAL</u></p> <p>Notes:</p> <p><u>1.Mankind’s fascination with gold</u></p> <p><b>1.1</b> as old as <u>cvz</u></p> <p><b>1.2</b> the ancient Egyptians honoured gold</p> <p><b>1.2.1</b> <u>reglysig</u> to them</p> <p><b>1.2.2</b> King Tutankhamen was buried a solid – gold coffin</p> <p><b>1.3</b> wandering Israelites worshipped a golden cay</p> <p><b>1.4</b> King Midas wanted everything that he touched become gold.</p> <p><b>2.Qualities of gold</b></p> <p><b>2.1</b> virtually indestructible</p> <p><b>2.1.1</b> does not rust or corrode</p> <p><b>2.2.2</b> can be beaten into a sheet nearly 100 <u>sq.</u> feet</p> <p><b>2.2.3</b> can be stretched into a wire 50 miles long.</p> <p><b>2.2</b> conducts electricity better than any other substance</p> <p><b>2.3</b> <u>imp.</u> In the modern electronics industry</p> <p><b>3.Longing for gold can be destructive</b></p> <p><b>3.1</b> brought out the worst in human char.</p> <p><b>3.2</b> in search of gold the Spanish conquerors</p> <p><b>3.2.1</b> robbed palaces, temples and graves</p> <p><b>3.2.2</b> killed thousands of Indians</p> <p><b>3.3</b> South Africa gold mines dependent on black labourers</p> <p><b>3.3.1</b> paid about 40 <u>pnds</u> a <u>meth</u></p> <p><b>3.3.2</b> a room and board</p>	10

	<p><b>3.3.3</b> 400 miners killed in mine accidents  <b>3.4</b>gold's value in its scarcity  <b>3.4.1</b>about 80,000 mined in the history of the world.</p> <p><b>4. History of Gold</b>  <b>4.1</b> Great Britain – first century to adopt the gold standard  <b>4.2</b> fixed price for gold established  <b>4.3</b> big discoveries made in the last half of the 19<sup>th</sup> <u>Cent.</u>  <b>4.4</b>South Africa launched into the gold age in 1886.</p> <p><b>5. Prisoners as Miner Workers</b>  <b>5.1</b>big gold – mining areas in the Soviet Union  <b>5.1.1</b> infamous for its prison camp  <b>5.1.2</b> the camp gone  <b>5.1.3</b> ex-prisoners worked in the mines</p> <p><b>6. Gold jewellery – the main attraction</b>  <b>6.1</b> 75% of metal for jewellery  <b>6.2</b> Italy – the biggest user  <b>6.3</b> working and peasant classes hv no faith in paper money</p> <p><b>Table of Abbreviations</b></p> <table border="1" data-bbox="480 978 919 1267"> <tr><td>1. cvz – civilization</td></tr> <tr><td>2. sig – significant</td></tr> <tr><td>3. sq. – square</td></tr> <tr><td>4. imp. – important</td></tr> <tr><td>5. char – character</td></tr> <tr><td>6. pnds – pounds</td></tr> <tr><td>7. mth – month</td></tr> <tr><td>8. cent - century</td></tr> </table> <p><b>1.2 Summary</b>  Mankind's fascination with gold is as old as civilization. The ancient Egyptians honoured gold. Gold is not only beautiful, but indestructible. It is easy to work with an ounce of gold can be stretched into 50 miles long wire. It is important in the modern electronics industry. But man's longing for gold can be destructive as it has brought out the worst in human character Great Britain was the first country to adopt the gold standard. 75 per cent of gold goes into jewellery as middle class people have no faith in paper money George Bernard show advised to note for gold.</p>	1. cvz – civilization	2. sig – significant	3. sq. – square	4. imp. – important	5. char – character	6. pnds – pounds	7. mth – month	8. cent - century	
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<b>Q 2</b>	<p><b>2.1</b>  Key: -  <b>i)</b> think of the precise cause</p> <p><b>ii)</b> a tendency to avoid challenges,  to ignore useful negative feedback and  leads people to plateau early and not achieve their full potential.</p> <p><b>iii)</b>embrace challenges,  to learn from criticism and enable people to reach higher levels of</p>	5								

	<p>achievement.</p> <p><b>iv)</b> to remember that we are temporary custodians of the wealth we have</p> <p><b>v)</b> Develop grounded belief in oneself, Courage, Humility, etc</p> <p><b>2.2</b></p> <p>a) <b>ii) unbelievable</b>  b) <b>i) accidental</b>  c) <b>i) foundation</b>  d) <b>i) destined</b>  e) <b>i) caretaker</b></p>	<b>5</b>
	<b>SECTION – B WRITING AND GRAMMAR</b>	<b>40</b>
<b>Q 3</b>	<p><b>Objective:</b> to design a poster in an effective and attractive style</p> <p>3 marks for content (1 mark for heading, issuing authority)  Expression: 1 mark  Eye catching slogans, short verse, simple drawings, letters of different sizes, proportionate space  Value Points :</p> <ul style="list-style-type: none"> <li>• Name of the company</li> <li>• Products</li> <li>• Range</li> <li>• Special features</li> <li>• Discounts (if any)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Content- 4 marks  Expression - 2 marks  Content</p> <p>Format- Name of the organisation, notice, title, date name with designation  Details- what is happening, where, when , how, who can participate, topic, whom to contact etc.</p>	<b>4</b>
<b>Q4</b>	<p><b>Option 1:</b>  Formal letter writing format:  Format-1 mark  Content- 3 marks  Accuracy and Expression- 2 marks</p> <ol style="list-style-type: none"> <li>1. Sender's name and address</li> <li>2. Date</li> <li>3. Name of addressee</li> <li>4. Sub. Reg.</li> <li>5. Salutation</li> <li>6. Body of letter <ol style="list-style-type: none"> <li>i. Countries you desire to visit</li> <li>ii. No.of days</li> <li>iii. No. of people and</li> <li>iv. Hotels</li> <li>v. Cost</li> <li>vi. Food served</li> <li>vii. Other doubts you would like to clear</li> </ol> </li> </ol>	<b>6</b>

	<p>7. Subscription(sender's signature and name)  8. Discounts offered  9. ix Any other suitable point</p> <p style="text-align: center;"><b>OR</b></p> <p>Letter of Complaint  Format-1 mark  Content- 3 marks  Accuracy and Expression- 2 marks  Value Points</p> <ul style="list-style-type: none"> <li>• Common Scene</li> <li>• Constant danger in heavy traffic</li> <li>• Overturning common children get hurt</li> <li>• Strict rules and their compliance</li> <li>• Educate parents, schools for their safety</li> <li>• Any other suitable point</li> </ul>	
<b>Q5</b>	<p>OPTION 1  Report for school magazine  Content-4 marks  Fluency-3 marks  Accuracy- 3 marks  Contents  Title  Writer of the report with designation  Events  Activities that took place/ details -when, where, how, who attended  Visitors/ Guests  Learning/ outcome  Success  Any other suitable point</p> <p>OPTION 2  Marking scheme as earlier  Suggested value points</p> <p>SPEECH  Salutation  Mention of the topic and introduction of self</p> <p>Bad treatment  Pity, sympathy  Ignorance/apathy/ indifference  No equal treatment  Curbing their rights  Need attention, respect, opportunities to grow  need to change attitudes  Examples- SudhaChandran, Helen Keller- rose above disabilities  Any other suitable point, examples  Thanks to the audience</p>	10
<b>Q6</b>	<p>Content- 4 marks  Fluency- 3 marks  Accuracy- 3 marks</p> <p>OPTION 1  Kindly remove the value points given in brackets, since they have been</p>	10

	<p>given later.  Point b -their charm, instead of its charm. Please delete- (connect to earth) and add - local games forgotten  Point f Any other suitable point</p> <p>OPTION 2  Suggested Value points  Title and name of the writer  ILL treatment of girl child  Verbal/ Physical abuse  Neglect- food, studies( school, college, higher ), fun , entertainment  Freedom of movement  Boys- love, care , attention, opportunities  Need to change  Provide equal opportunities ( 50 % population of girl child )  Respect  Progress of nation  Suitable examples  Any other suitable point</p>	
<b>Q7 (A)</b>	<p><b>Objective:</b> To use grammatical items appropriately  <b>Marking:</b> ½ mark each  <b>Incorrect word</b>  e.g., the  stronger  pride  the  or  justly  checking  competent  waiting</p> <p>a) strong  b) proud  c) an  d) and  e) just  f) check  g) competence  h) awaiting</p> <p><b>Correct word</b>  a</p>	4
<b>Q7 (B)</b>	<ul style="list-style-type: none"> <li>• Gauri: Goodmorning Ma'am, May I come in?</li> <li>• Counsellor: Goodmorning. Please come in.</li> <li>• Need help in deciding academic stream</li> <li>• Your choice?</li> <li>• Parents want science, engineering</li> <li>• Your ambition?</li> <li>• Confused, good marks in science but not interested</li> <li>• Take an aptitude test</li> <li>• Help in what way</li> <li>• Identify interests and strengths</li> <li>• Date, venue</li> <li>• School, tomorrow afternoon</li> </ul>	3
<b>Q7(C)</b>	<p>a) The truth is that rats are no more intelligent than Dolphins  b) There are many stories about Dolphins saving drowning sailors  c) They save anything which is about the same size  d) They are clever to learn and do tricks</p>	3
	<b>SECTION – C LITERATURE</b>	40
<b>Q 8.</b>	<p><b>REFERENCE TO CONTEXT</b>  <b>MARKS</b>  <b>Objective</b> : To test student's comprehension of poetry – local, global,</p>	5 5+5

	<p>interpretative, inferential and evaluative.</p> <p><b>Marking :</b></p> <p style="text-align: center;"><b>5 marks</b></p> <p><b>8.1 The Darkling Thrush</b></p> <p>a) The Darkling Thrush, Thomas Hardy. 1</p> <p>b) Desolate, spectre grey 1</p> <p>c) weakening eye of day refers to the setting of the sun 1</p> <p>d) simile. The bine stems are compared to the strings of a broken lyre. 1</p> <p>e) at home 1</p> <p><b>8.2 Curtain</b></p> <p>a) Wave-the lovers' togetherness 1</p> <p>b) Sea-lovers' state of mind. Desolate due to separation 1</p> <p>c) Metaphor 1</p> <p>d) They have quickly moved away from each other 1</p> <p>e) From lovers to strangers because of separation 1</p>	
<b>Q 9</b>	<p><b>a.</b> Lord Weston closely observed the writing in the crumpled paper that he picked up from his coat pocket and he also realizes that day happens to be the fifteenth of March when Caesar the emperor was stabbed by Brutus and his group of friends. The message on the paper coincided with the date message had – “Remember Caesar”.....</p> <p><b>b.</b> The Fakir wanted to perhaps caution the people against greed and not to wish for things for themselves as well as the family unnecessarily. He wanted to prove that greed could only end in sadness and tragedy. Put a spell on a paw.</p>	
<b>Q 10</b>	<p><b>a)</b>What's your dream?</p> <ul style="list-style-type: none"> <li>-one has to work for it</li> <li>-work hard and persistently</li> <li>-avoid anything that comes in the way of success</li> <li>-not expect too much too quickly</li> <li>-no greed, don't destroy other's dream</li> </ul> <p><b>b)</b>A devoted son</p> <ul style="list-style-type: none"> <li>- Rakesh-humble family</li> <li>-passes in first class topper</li> <li>-respectful, touches fathers feet</li> <li>- obedient and marries an uneducated girl chosen by parents.</li> </ul> <p><b>c)</b>Some chronicles asserted that Quinquartdeveloped a hump under the effect of Suzanne's more than usual attention towards him. But he was highly anxious about his future as he watched Robichon's preparation for the show and his optimism at the outcome. Quinquart wore his heart on his sleeve and followed Susanne everywhere.</p>	
<b>10 (B)</b>	<p><b>VALUE BASED – I CAN PLAY SCHOOLS</b></p> <p><b>Marking :</b> Content 4 marks Expression 2 marks</p> <p><b>Suggested Answers:</b></p> <ul style="list-style-type: none"> <li>- Marian a loner because deaf &amp; dumb</li> <li>- Freda – neighbour who wants to play with Marian</li> <li>- Though Marian's mother thinks otherwise, they play happily in</li> </ul>	

	<p>the end.</p> <ul style="list-style-type: none"> <li>- Physically challenged children need understanding more than sympathy.</li> <li>- Treat them with respect and as equals.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>VALUE BASED – On Education</b></p> <p style="text-align: center;"><b>Marking</b>        :    Content        4 marks  Expression        2 marks</p> <p style="text-align: center;"><b>Suggested Answers:</b></p> <ul style="list-style-type: none"> <li>- Present education system – lopsided – no personality/ character development – Einstein –views of education – society &amp; individual complement each other – specialized knowledge hinders all round development – independent judgement and harmonious personality – confront the challenges of life.</li> </ul>	
<b>Q 11</b>	<p style="text-align: center;"><b>Extended Reading</b></p> <p><b>OPTION 1 -</b>        The invisible man</p> <p style="padding-left: 20px;"><b>Content</b>        -        6 marks</p> <p style="padding-left: 20px;"><b>Expression</b>    -        4 marks</p> <p style="padding-left: 40px;">Griffin – very unprincipled – callous – no remorse – uses his knowledge to trouble others – malicious – egs - burns down the house – looting and killing.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>OTPION 2-</b>        <b>Silas Marner</b></p> <p style="padding-left: 20px;"><b>Content</b>        -        6 marks</p> <p style="padding-left: 20px;"><b>Expression</b>    -        4 marks</p> <p style="padding-left: 40px;">A miserly old man – sole pleasure in life – his gold – gold stolen – Silas inconsolable – Eppie’s arrival – Silas’ transformation – learns and experiences the importance of human relationships.</p>	<b>10</b>