

**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.



**7.**

3 Marks: Format: 1 / Content: 1 /  
Expression: 1

(A) formal reply of invitation

(B) Invitation

**Formal reply as the art therapist (letter type)**

- Expression of gratitude for the invite  
(Could include an appreciation of the initiative)
- Acceptance of the invite
- Confirmation about relevant details such as time, date etc.

**OR**

**Informal invite to cousin, Pooja (letter type)**

- Share the feeling of happiness at the purchase
- Mention the occasion and provide details  
(time, place; any other specific instructions)
- Share expectations ( bring parents/ pick up xyz/ come early to help/ bring certain items etc.)

**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

**9.**

5 Marks: Format: 1 / Content: 2 / Expression: 2 [ 1coherence and cohesion + 1 accuracy])

(A) Article

Format of the Article

- Heading
- By line (name, class)

(may be listed at the end too)

- Body (split into paragraphs)

**Article Writing – Travelling**

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.

- Paragraph 1

Suggested value points with regards to reading/surfing about places-

- Food for the mind- educates one about different cultures
- Educates one about distinct histories
- Preview into cultures, know about experiences of other travellers

- Paragraph 2

Suggested value points with regards to travelling to places-

- builds confidence- by exposing one to new experiences
- 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)
- make memories – spend time with friends/ family/ self-photographs, blogs, videos etc.
- experience new cultures- be a part of different cultures by spending time with people/ partaking in festivities etc.
- expands knowledge via experience—pick up a language/ understand a country’s demography etc.

- Paragraph 3

- Relevant conclusion based on the discussion in paragraphs above

Accept any other **relevant** point(s)



<p>(B) Report writing</p> <p>Format of a report</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Reporter's name/ as a correspondent</li> <li>- Content (split into paragraphs)</li> </ul>	<p><b>OR</b></p> <p><b>Report</b></p> <p>Paragraph 1-expansion of the headline</p> <p>Paragraph 2- description/ details (chronologically)[ <b>use of transition words expected</b>]</p> <p>Paragraph 3- eye witness account/s, concluding observation.</p> <p>(make use of past tense; use of first person avoidable)</p>
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**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]**

<b>i.</b>	<ul style="list-style-type: none"> <li>- moment of world peace/ universal brotherhood</li> <li>- love forged through introspection in silence</li> </ul>
<b>ii.</b>	<ul style="list-style-type: none"> <li>- Use of the metaphor of rattrap to highlight story of a character getting trapped in his avarice</li> </ul>
<b>iii.</b>	<ul style="list-style-type: none"> <li>- Realization that she has not given enough care to her aging mother</li> <li>- Fear of permanent separation from her mother</li> </ul>
<b>iv.</b>	<ul style="list-style-type: none"> <li>- As a sign of repentance for not attending school often</li> <li>- To pay their tribute to the teacher</li> <li>- As a mark of respect for the country which was no longer theirs (accept any two)</li> </ul>
<b>v.</b>	<ul style="list-style-type: none"> <li>- No progress or development despite years of mind-numbing toil</li> <li>- poverty, illiteracy, dissatisfaction prevails</li> <li>- all labourers victims of middle men and touts (accept any two)</li> </ul>

<b>vi.</b>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Highlights the oppressed state of women</li> </ul>
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**11. Attempt any two of three (2x2 marks = 4 marks)**

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

<b>i.</b>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Analysis</div>	<p>(accept all relevant answers supported by rationale)</p> <ul style="list-style-type: none"> <li>- Sam had not believed Charley when he had mentioned the third level at the Grand Central.</li> <li>- Sam had liked the description of 1894 life and living.</li> <li>- Sam must have gone in search of the third level and found it</li> </ul>
<b>ii.</b>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Analysis</div>	<ul style="list-style-type: none"> <li>- Was planning his escape</li> <li>- The police officer and police van driver were his accomplices</li> <li>- Could not risk discovery- had to keep up the façade that the authorities had the upper hand.</li> </ul>
<b>iii.</b>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Evaluation</div>	<ul style="list-style-type: none"> <li>- As a doctor- adhere to sense of duty</li> <li>- As a human being- a sense of humaneness</li> <li>- Acceptance of the general's plan – in accord with loyalty to his country which was at war with Tom's country.</li> </ul>

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

**[Competencies- global comprehension and extrapolation beyond the text]**

<b>(A)</b>	<ul style="list-style-type: none"> <li>- Douglas' struggle – determination to face fear—overcome it</li> <li>- Accept any relevant examples from the text as a link to life's challenges/ setbacks/ obstacles</li> <li>- symbolism- deep water not just restricted to water but is a metaphor for human fears/phobias/anxieties</li> <li>- significance- the struggle and journey of overcoming one's fears.</li> </ul> <p>(important to develop a connection between Douglas' journey / determination to face fear <u>with</u> life's challenges)</p>
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	<b>OR</b>
(B)	<ul style="list-style-type: none"> <li>- The rattrap seller undergoes change in his personality as he experiences the shift from isolation to community.</li> <li>- Rattrap seller is devoid of family and friends, he is depicted as a loner</li> <li>- Instances that depict his engagement with community- hospitality of the old man, the Christmas episode</li> <li>- His experience of friendship leading to a change in his persona.</li> <li>- Any other <b>relevant</b> point.</li> </ul>

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

**[Competencies- global comprehension and extrapolation beyond the text]**

<p>(A)</p>	<p>Relationship--- Friendship?</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul> <p>(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.</p> <p>Accept any other <b>relevant</b> point.</p> <p style="text-align: center;"><b>OR</b></p>
<p>(B)</p>	<ul style="list-style-type: none"> <li>- The title encapsulates the thematic question addressed in the story.</li> <li>- It’s open to debate and the writer chose to keep it unresolved; added a question mark.</li> <li>- While Jo would want the wizard to hit mommy, Jack didn’t. ---- shows the contrast between the two of them.</li> <li>- Jo- independent and thoughtful --- unconvinced that mothers are always right -- empathizing with the sorry situation of Roger -- wanted the Wizard to hit mommy</li> <li>- 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 .</li> <li>- Title depicts the larger question ---two ideologies <ul style="list-style-type: none"> <li>▪ one that supports conventions</li> <li>▪ other that supports individuality.</li> </ul> </li> </ul> <p>Accept any other <b>relevant</b> point/s.</p>