

Class XII
English Elective (C) (101)
Marking Scheme 2018-2019

Max. Marks: 100

Time: 3 Hours

| | | TOTAL |
|----------|--|--------------|
| | SECTION A (READING) | 20 |
| 1 | COMPREHENSION PASSAGE | 10 |
| | <p>The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions.</p> <p>Please do not hesitate to award full marks if the answer deserves it.</p> <p>Objective: To identify and understand main parts of the text.</p> <p>Note:</p> <ul style="list-style-type: none"> - No penalty for spelling and grammatical errors. - Full marks to be awarded if a student has been able to identify the core ideas. - If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. - Accept any other answer equivalent in meaning to the answers given below. | |
| 1.1 (1) | Indian agriculture is a victim of its own past success- green revolution | 1 |
| (2) | introduction of high- yielding variety of seeds and fertilisers | 1 |
| (3) | depleting water table/ emission of greenhouse gases/ contamination of surface and surface water (any two) | 1 |
| (4) | a shift has to be made from food security of the nation to income security of the farmers | 1 |
| (5) | declining productivity | 1 |
| (6) | a huge incentive for the farmers in the irrigated region of Northwest India to grow these crops | 1 |
| 1.2(1) | (a) cause damage | 1 |
| (2) | (c) motionless | 1 |
| (3) | (b) extreme sorrow | 1 |
| (4) | (a) signal of something to happen | 1 |
| 2 | <p>NOTE MAKING</p> <p>Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.</p> | 10 |
| 2(a) | Distribution of Marks | |
| | Abbreviations /Symbols (with / without key)–minimum four | 1 |
| | Content (minimum 3 headings and sub-headings, with proper indentation and notes) | 4 |
| | Title | 1 |

IMPORTANT INSTRUCTIONS

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

Complete sentences should not be accepted as notes. Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.

Note:

-If a student has attempted only the summary or the notes, due credit should be given.

-1 mark allotted for the title to be given if the student has written the title either in Q. 2(a) or 2(b)

Title: POSITIVE THINKING / Any other suitable title

1 makes you

- a. independent
- b. courag's
- c. cooperat'v

2 does not tell

- a. to close eyes to reality
- b. not to move ahead
- c. resign to fate
- d. not strive
- e. run away from difficulties

3 qualities required for positive think

- a. power of inner self
- b. motivation
- c. prepared'ss to change
- d. determintn.
- e. hard work
- f. ability to lrn and improve

Suggested Abbreviations:

| | | | |
|------------|-------------------|-------------|---------------|
| Courag's | courageous | Prepard'ss | preparedness |
| Cooperat'v | cooperative | | |
| +vethink'g | Positive thinking | Determintn. | determination |

Note:

1. Any other suitable abbreviations should be accepted.
2. No student to be penalised if a key to abbreviations is not given separately.

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| | SUMMARY Objective: 1.To expand notes (headings and sub-headings) into a summary 2. To test the ability of extraction. | 4 |
| | Distribution of Marks | |
| | Content | 3 |
| | Expression | 1 |
| | Note: The summary should cover all the important points in the notes. | |
| SECTION B: (WRITING AND GRAMMAR) | | 40 |
| In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important. | | |
| 3. | Factual Description | 4 |
| | Objective: to show ability to describe a place vividly, factually and use appropriate vocabulary | |
| | Format :Heading (Visit To Andaman And Nicobar Island) | 1 |
| | Content | 2 |
| | Expression | 1 |
| | Suggested Value Points <ul style="list-style-type: none"> • CAPITAL • LOCATION • PEAK TRAVEL PERIOD • SITES TO VISIT • CONNECTIVITY (any other relevant detail accepted) | |
| OR | | |
| | CLASSIFIED ADVERTISEMENT Heading : VEHICLE FOR SALE | 4 |
| | Content | 2 |
| | Format | 1 |
| | Expression | 1 |
| | Suggested Value Points <ul style="list-style-type: none"> • Hero Honda – colour, model, year of purchase, kilometres run, condition, documents • reason for sale • approximate price • contact details • | |
| 4. | LETTER WRITING | 6 |
| | PLACING AN ORDER OF WATER COOLERS | |
| | Objective: <ul style="list-style-type: none"> • To use an appropriate style to write a formal letter • To plan, organise and present ideas coherently | |

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| | Format 1. sender's address 2. date 3. receiver's address 4. subject 5. salutation 6. complementary close 7. sender's signature / name | 1 |
| | Content | 3 |
| | Expression Grammatical accuracy, appropriate words and correct spelling (1) Coherence and relevance of ideas and style (1) | 2 |
| | Suggested Value Points: - reference no. of previous correspondence - repeat order detail with approval of quotation - reason for purchase - delivery date - difficulties faced by students - mode of payment (any other relevant point) | |
| | OR | |
| | JOB APPLICATION – FOR THE POST OF RADIO JOCKEY | |
| | Suggested Value Points - reference to source of vacancy information - self-introduction with request for applying - latest qualification with highlights of experience - strong personality traits - assurance of sincerity and hard work - enclosure of detailed Bio- Data (detailed Bio- Data to be made separately or attached with covering letter) (any other relevant point) | |
| 5 | REPORT WRITING : SEMINAR ON ANIMATION | 10 |
| | Objective: - To use a style appropriate to the given situation - To plan, organise and present ideas coherently | |
| | Format: heading, writer's name with designation | 1 |
| | Content: | 4 |
| | Expression Grammatical accuracy, appropriate words and correct Spelling 2.5 marks - Coherence and relevance of ideas and style 2.5marks | 5 |
| | Suggested Value Points : - who (organised), what (name of event) - where, when, why and how | |

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| | <ul style="list-style-type: none"> - resource person's detail, guest - welcome address - highlights of seminar(3-4 points) - interaction session - conclusion on an optimistic note (any other relevant point) | |
| | OR | |
| | <p>SPEECH WRITING : 'Impact of Healthy Life style on a Student's Life-through Yoga'</p> <p>Objective:</p> <ul style="list-style-type: none"> - To use a style appropriate to the given situation - To plan, organise and present ideas coherently | 10 |
| | Format: Salutation; topic, introduction of self, thanks | $\frac{1}{2} + \frac{1}{2}$ |
| | Content | 4 |
| | <p>Expression Grammatical accuracy, appropriate words and correct Spelling Coherence and relevance of ideas and style</p> | 5 |
| | <p>Suggested Value Points :</p> <ul style="list-style-type: none"> • importance of fitness at all ages • tradition of exercising in Indian culture- yoga • reasons for current sedentary life- gadgets, alternative sources of enjoyment, busy schedule • consequences- diseases, bad body postures, lethargy, inefficient and ineffective in work etc. <p>solutions – change in life style, more involvement of parents in children's life, schools to pay more attention to outdoor games, parks, playgrounds to be made and maintained by authorities, regular workshops and seminars in schools and colonies to sensitize people (any four)</p> | |
| 6. | <p>ARTICLE WRITING-</p> <p>Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently</p> | 10 |
| | Format (title / heading and name of writer) | 1 |
| | Content | 4 |
| | <p>Expression Grammatical accuracy, appropriate words and correct Spelling (2.5) Coherence and relevance of ideas and style (2.5)</p> | 5 |
| | Youth Getting Astray by Modern Materialistic Approach | |
| | <p>Suggested Value Points</p> <ul style="list-style-type: none"> - older times- less distractions, limited resources, youth more focused - present times – market flooded with attractions, gadgets, expensive goods, youth distracted easily, getting selfish, greedy, lead to anti-social activities - (any other relevant point) - measures / Solution <ul style="list-style-type: none"> ○ Bridge gap between parents and children ○ Regular guidance from parents,teachers, counselor | |

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| | <ul style="list-style-type: none"> ○ Strict control over gadgets ○ Sensitization workshops, involvement in social work etc. <p>- (any other relevant point)</p> | | | | | | | | | | | |
| | OR | | | | | | | | | | | |
| | <p>CARE, REPECT AND COMMAND RESPECT !/ any other suitable title</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> -importance of tourism industry -guests are like in India -short detail of episode you witnessed on Gate Way of India -reasons for such behavior- greed, cheap mindset, exploitation -consequences – tarnishes country’s image globally, increases crime, hurts tourism industry economically -solution – more vigilant police, stricter punishments, sensitize commoners, strictness over guides <p>(any other relevant point)</p> | | | | | | | | | | | |
| 7(A) | <p>REARRANGING</p> <p>Objective: To read and arrange words and phrases into meaningful sentences</p> | 3 | | | | | | | | | | |
| (i) | A person can reach the pinnacles of glory by following discipline. | 1 | | | | | | | | | | |
| (ii) | It acts as a restraint and at the same time builds self-confidence. | 1 | | | | | | | | | | |
| (iii) | Moreover it balances the personality of a person and inculcates good work ethics. | 1 | | | | | | | | | | |
| 7(B) | <p>DIALOGUE WRITING : Interview with Novelist, Mr. Vikram Seth</p> <p>Objective: To understand the context and construct meaningful dialogues</p> <p>Marking: ½ mark for every correct dialogue provided it is accurately and appropriately expressed.</p> <p>Note: The input need not be in Question and Answer form but could also be observation and response. Any logical use of input in three exchanges should be awarded marks even if a few points of input are left out. The dialogues can be interrogative or affirmative.</p> <p>(any three or more grammatically correct exchanges with the use of clues provided or beyond are correct)</p> | 3 | | | | | | | | | | |
| 7(C) | <p>EDITING</p> <p>Objective: To use grammatical items correctly.</p> <p>Marking: 1 mark each</p> <p>Note:</p> <ul style="list-style-type: none"> - 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. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ERROR</td> <td style="width: 50%;">CORRECTION</td> </tr> <tr> <td>(b) often</td> <td>always</td> </tr> <tr> <td>(c) with</td> <td>of</td> </tr> <tr> <td>(d) procession</td> <td>processions</td> </tr> <tr> <td>(e) on</td> <td>for</td> </tr> </table> | ERROR | CORRECTION | (b) often | always | (c) with | of | (d) procession | processions | (e) on | for | 4 |
| ERROR | CORRECTION | | | | | | | | | | | |
| (b) often | always | | | | | | | | | | | |
| (c) with | of | | | | | | | | | | | |
| (d) procession | processions | | | | | | | | | | | |
| (e) on | for | | | | | | | | | | | |

| SECTION C : LITERATURE | | 40 |
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| 8 | <p>Reference to Context</p> <p>Under Section C (Q.8), questions have been designed to test a student's understanding of poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award fullmarks if the answer deserves it.</p> <p>Objective: To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.</p> | |
| 8 (a) | Value Points: | |
| | (i) Ode: To Autumn , John Keats | 1 |
| | (ii) woman / a fertile female goddess. Not only because seasons were traditionally personified as female in European art, but also because this season has oh-so-soft hair. | 1 |
| | (iii) among the store of grain/ sitting carelessly on a granary floor | $\frac{1}{2} + \frac{1}{2}$ |
| | (iv) granary floor, half reaped furrow | 1 |
| | (v) winnowing wind- alliteration | 1 |
| 8(b) | (i) A Walk By Moonlight - Poem by Henry Louis Vivian Derozio | 1 |
| | (ii) pleasant moments of the past | 1 |
| | (iii) Those hours spent in nature are thus soft: gentle, calm, peaceful and inspirational | 1 |
| | (iv) He realizes that to understand the universe we must first understand ourselves / discovers immense joy as his senses are awakened and he establishes oneness and interconnectedness with nature. | 1 |
| | (v) soft hours – metaphor | |
| 9 | Objective: To test students' comprehension of drama – local and global | 4 |
| | Content | 3 |
| | Expression | 1 |
| (a) | <p>Suggested Value Points:</p> <ul style="list-style-type: none"> • believes he will be assassinated like Caesar • orders to get all doors and windows barred,locked, chained • takes out his revolver • sees ilex tree as the source of shooting, insulates himself • puts parcel into water • at the end looks ridiculous <p>(any other relevant point from the text)</p> | |
| | OR | |

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| (b) | <p>Suggested Value Points:</p> <ul style="list-style-type: none"> • makes us question our moral values • the warning of the paw is that you need to be really careful what you wish for • Whites are warned that the outcome of the wishes is not what they think it is. • have a home and food and all of their basic needs but wanting to have what is unattainable to them <p>(any other relevant point from the text)</p> | |
| | <p>OR</p> | |
| (c) | <p>Suggested Value Points:</p> <p>Apprehensions:</p> <ul style="list-style-type: none"> • fakir had put a spell on the monkey’s paw- wanted to show that fate ruled people • paw granted three wishes to three people • last wish of the first owner was of his own death • wared that paw has already done enough mischief,wanted to sell it, had unpleasant experience with the paw <p>basis of apprehensions:</p> <ul style="list-style-type: none"> • genuine apprehension that Whites could be the next target • Morris proven right • White wished for 200 pounds and invited disaster | |
| 10 | Objective: To test students’ comprehension of prose-local and Global | 16 |
| 10 (a) | | 10 |
| | Content | 3 |
| | Expressions | 2 |
| | Answer any two: (80-100 words) | |
| | <p>(i) Suggested Value Points</p> <ul style="list-style-type: none"> •have capacity for giving pleasure •feel to have become a part of universal music •seem to echo the rhythm of breath and blood <p>(any other relevant point from the text)</p> | |
| | <p>(ii) Suggested Value Points:-</p> <ul style="list-style-type: none"> • move single mindedly towards your dream • work constantly • greed and over ambition spoils game • every dream takes its time <p>(any other relevant point from the text)</p> | |
| | <p>(iii) Suggested Value Points :-</p> <ul style="list-style-type: none"> • topped the list of candidates, won scholarship, went to USA • earned recognition and appreciation • returned home unmarried to live with parents | |

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| | <ul style="list-style-type: none"> • curbed his desires • married simple village girl • was at mother's bed side at the time of her death • served tea and read out morning news to father <p>(any other relevant point from the text)</p> | |
| | <p>(iv) Suggested Value Points :-</p> <ul style="list-style-type: none"> • means are important- bad means never give good results • Einstein does not support Darwin's theory justifying spirit of competition • Considers man a social animal-mutual understanding and cooperation • So teacher/school should not encourage competition among students • Should employ methods to create individual ambition, building harmonium personalities | |
| 10 (b) | | 6 |
| | Content | 4 |
| | Expression Answer any one: (120-150 words) | 2 |
| | <p>Suggested Value Points :</p> <ul style="list-style-type: none"> • turned tables on Robichon • Quinquart style different : more secretive, invited Robichon at Marquis de Thevenin's house, himself playing Marquis, Robichon flattered, served wine to Robichon- asked about Victor, revealed that Victor was his son, called Robichon murderer, declared wine had poison • Robichon paralysed with fear • Quinquart had last laugh, removed wig • story published in newspaper, people's unanimous judgment <p>(any other relevant point from the text)</p> | |
| | OR | |
| | <p>Suggested Value Points:</p> <ul style="list-style-type: none"> • Nehru quoted Romain Rolland • can't afford to live in dreams, nature and avoid neighbours • other's sufferings must be felt, can't escape from our duty towards others • thought should lead to action • people fear consequences of action- fear risks • Nehru believed – risks add zest to life • overcoming dangers give us the real joys of life <p>(any other relevant point from the text)</p> | |
| | OR | |
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| | <p>Suggested Value Points:</p> <p>Marian:</p> <ul style="list-style-type: none"> • different girl/ not dreamt of by mother-deaf and dumb • shy,hesitant,reserved, withdrawn • didn't understand their games and slangy conversation <p>Freda:</p> <ul style="list-style-type: none"> • Anne's dream girl' golden girl'- golden voiced • Confident, extrovert, • Insistence on meeting Marian showed determination& strength • Liked being addressed by name not 'child' <p>Common trait:</p> <ul style="list-style-type: none"> • Both lonely- Freda having no siblings, no friend • So came to Marian's house, played 'school' | |
| 11. | Extended Reading: Novel | 10 |
| | Distribution of Marks: | |
| | Content | 6 |
| | Expression | 4 |
| | <p>Value Points :</p> <ul style="list-style-type: none"> • titled <i>Silas Marner</i>, it also tells the story of Godfrey • events are interwoven to highlight the comparison • Godfrey- is Eppie's natural father but he neglects his duty, leaving Eppie with a mother who takes drugs, relieved about her death and does not acknowledge his child, his failure to tell the truth is rewarded by a childless marriage • contrast, Silas embraces the idea of fatherhood, and with Dolly's guidance, makes a success of it • both men are victims of Dunstan, If Silas had not been out when Dunstan came to the cottage, Dunstan would have bullied him into giving him a "loan". As it is, the theft takes everything from Silas, even though it is also true that more "treasure" than he ever had is to be restored to him, in the form of Eppie. <p>(any other relevant point from the text)</p> | |
| | OR | |
| | <ul style="list-style-type: none"> • two societies are at the heart of Silas Marner: and , drastically opposed to each other • Lantern Yard- experienced the transformative force of the Industrial Revolution • Raveloe- rural and intimate and changes very little from generation to generation • Marner's exclusion from Lantern Yard's society, his initial willful distance from Raveloe's society, and his eventual inclusion in this society cause his losing and regaining of faith | |

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| | <ul style="list-style-type: none"> • by caring for Eppie, Marner adjusts to Raveloe society, acquiring the customs and beliefs of his new home. • traditions defines Raveloe’s unique identity and society over generations • at the end of the novel, Marner and Eppie travel to Lantern Yard. The village has transformed into a great manufacturing town • men on the streets of Lantern Yard are too busy to stop and assist Marner and Eppie • Eppie and Marner are both happy at the end of the novel because of the connections they have formed with each other and with Raveloe society. (any other relevant point from the text) | |
| | OR | |
| | <p>Suggested Value Points :</p> <ul style="list-style-type: none"> • stranger furious when Mrs. Hall accused him of stealing money, unveiled himself • panicked people ran outside • Mr.Jaffers came with the warrant to arrest him- A fight ensued between the stranger and him • Mr.Jaffers got brutally beaten up • invisible man subdued with the help of Mr. Hall, Mr.Wadgers and others • but before anyone could suspect, the Invisible Man took off all his clothes • they were no match for him- Anyone who tried to catch him was hit • Mr.Jaffers tried to get hold of him but was so forcefully hit that he was rendered flat on the gravel <p>(any other relevant point from the text)</p> | |
| | OR | |
| | <p>Suggested Value Points :</p> <ul style="list-style-type: none"> • Kemp as a hero - he's smart and quick to action- After Griffin escapes from Kemp's trap, Kemp quickly explains to Adye how they can capture him: dogs, locked houses, and powdered glass on the roads. • but is foolish too- he sends out a note to the police, without thinking that the Invisible Man might intercept it • not brave- When the police fight the Invisible Man, Kemp runs away • Kemp is almost a plot-mover of sorts- gives Griffin a reason to tell his back story • is a scientist: wants to be part of the Royal Society , the famous scientific organization • he is a traitor for Griffin as he is decent and sensible enough to cheat and get him caught by the police <p>(any other relevant point from the text)</p> | |