

KENDRIYA VIDYALAYA SANGATHAN, ERNAKULAM REGION
MARKING SCHEME OF SAMPLE PAPER : 2012-2013

CLASS: XII

SUBJECT: ENGLISH CORE

MAX MARKS: 100

SUBJECT CODE : 301

TIME: 03 hours

1. THE GIVEN MARKING SCHEME MAY BE THOROUGHLY DISCUSSED WITH STUDENTS IN GROUPS OR INDIVIDUALLY.
2. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS FOR THE ANSWERS. THESE ARE ONLY GUIDELINES AND DO NOT CONSTITUTE THE COMPLETE ANSWER.. OTHER CORRECT ANSWERS MAY BE GIVEN FULL CREDIT.
4. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED.
5. IF A CHILD HAS ATTEMPTED AN EXTRA-QUESTION, ANSWER OF THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER SCORED OUT.
6. Q1 UNDER SECTION A (READING SKILLS) AND Q7 UNDER SECTION C (LITERATURE) QUESTIONS HAVE BEEN DESIGNED TO TEST STUDENTS' UNDERSTANDING AND THEIR ABILITY TO INTERPRET, EVALUATE AND RESPOND TO THE GIVEN PASSAGE/EXTRACT. IN OTHER WORDS, ONLY THE ABILITY TO COMPREHEND THE GIVEN PASSAGE ON THE PART OF THE STUDENTS MUST BE TESTED. SO THAT THE EXAMINEES ARE NOT UNNECESSARILY PENALISED FOR LANGUAGE ERRORS.
7. HOWEVER, WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORD, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) IS IMPORTANT.
8. WHEREVER THE WORD LIMIT IS GIVEN, NO DEDUCTION OF MARKS IS TO BE MADE IF THE WORD LIMIT EXCEEDS ONLY UPTO 25%. HOWEVER, NO MARKS SHOULD BE DEDUCTED IN RESPECT OF SHORT ANSWER TYPE QUESTIONS (UNDER Q7, 8, 9 & 13).
9. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MAY BE ACCEPTED AND AWARDED FULL MARKS.
10. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED FOR THIS AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT (ESPECIALLY IN QUESTIONS UNDER Q1 AND Q7).

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SUGGESTED VALUE POINTS:-

SECTION A: READING		20 marks
Q1	COMPREHENSION PASSAGE	12 marks
1.1	NOTE: No mark(s) should be deducted for mistakes in grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	
(i)	Among other eligibility requirements, it is specified that the applicant be articulate	1 mark
(ii)	-having the opportunity to speak out in class -getting a chance to try out new vocabulary and syntax -developing one's confidence to speak (any two)	2 marks
(iii)	-making effective speaking skills encompass the whole curriculum -involving every student in the school - making regular checks through internal supervision -grades to be allotted for speech in the terminal report	2 marks
(iv)	- teachers themselves be articulate enough to act as role models - teachers give youngsters the opportunity to speak out and guide them to be creative, eloquent and rational in their speech	2 marks
(v)	the acquisition of verbal skills by providing training in pronunciation, intonation, vocabulary, public speaking and daily some reading aloud	2 marks
1.2(i)	mystified	1 mark
(ii)	contemporary	1 mark
(iii)	smattering	1 mark
Q2	<p>Note</p> <ul style="list-style-type: none"> • If a student has attempted only summary or only notes, due credit should be given. • 1 mark allotted for title be given if the student has written the title either in Q2.1 or Q2.2 part • Min. 4 sub-headings to form content <p>Any suitable title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. <u>Complete sentences not to be accepted as notes.</u></p> <p>Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.</p>	

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2.1	<p>NOTE MAKING <u>Distribution of Marks</u> Abbreviations / Symbols (with /without key) – any four Title Content (minimum 4 sub-headings, with proper indentation and notes) Suggested Value Points:-</p> <p style="text-align: center;">Title: <u>COASTAL AREA ECO SYSTEM</u> (Any other suitable title).</p> <ol style="list-style-type: none"> 1. <u>Effect of tsunami</u> <ol style="list-style-type: none"> 1.1 Brought coastal areas & rural coastal communities into mainstream attention , otherwise neglected 1.2 devastation – a lasting impression on civil society 1.3 public attention to the wide range of economic activity 1.4 widespread debates on protecting coastal lives and ecosystems 2. <u>Features -4</u> <ol style="list-style-type: none"> 2.1 interface zone <ol style="list-style-type: none"> 2.1.1 land meeting sea 2.1.2 dynamic & non static in geo-physical & chemical parameters 2.2 highest primary productivity 2.3 tail-end ecosystem <ol style="list-style-type: none"> 2.3.1 receives all –ve externalities of terrestrial pollution 2.4 highest human population density <ol style="list-style-type: none"> 2.4.1 home to disadvantaged ,isolated communities like fisher folk 3. <u>Change in economic activity</u> <ol style="list-style-type: none"> 3.1 from isolated marine fishing to wide range of economic activity 3.2 not beneficial for original settlers- reasons <ol style="list-style-type: none"> 3.2.1 limited freedom, neglect 3.2.2 victims of –ve effects : pollution, radiation etc 3.2.3 no compensation for loss of job, dignity, land & rts 4. <u>Post tsunami vulnerability reduction measures</u> <ol style="list-style-type: none"> 4.1 in the web of public vs pvt 4.2 warning system- public: resistant homes- pvt 4.3 community facilities – in b/w 4.4 imp - not quantity of help but to whom provided 4.5 need of the hour – <ol style="list-style-type: none"> 4.5.1 a new structure of rts to an ecosystem, covering land & sea 4.5.2 public policies for poor & dispossessed 4.5.3 sustainable development of coastal tract 4.5.4 greater entitlements & capabilities for poor <p>Key</p>	<p>1 mark 1 mark 3 marks</p>
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	Abbreviations – Expansions 1. & - and 2. rts – rights 3. pvt – private 4. vs- versus 5. –ve –negative 6. b/w- between 7. 4 - four	
2.2	SUMMARISING The summary should include all the important points given in the notes. Content Expression	2 marks 1 mark
	SECTION B: ADVANCED WRITING SKILLS	35 marks
	NOTE: The objective of the section on Advanced Writing Skills is to test a candidate’s writing ability. Hence, expression assumes as much importance as the content of the answer.	
Q3	NOTICE	5marks
	Format - name of the institution, the word <i>notice</i> , date, title, signature with designation Deduct ½ marks for skipping anyone	1 mark
	Content- purpose, for whom, who organises, where, when, any other specific details	2 marks
	Expression- coherence, relevance, grammatical accuracy, spelling, fluency	2 marks
	OR	
	POSTER	5marks
	Content- to whom, issued by whom, purpose, enlisting dangers of alcoholism	2 marks
	Expression - coherence, relevance, grammatical accuracy, spelling, fluency	2 marks
	Lay Out	1 mark
Q4	REPORT WRITING	10 marks
	Format 1. title, name, class or designation of the student	1 mark
	Content - what, when, where, purpose, who organised, highlights of the guest’s speech, details of the competitions and winners, any other relevant information	4 marks
	Expression Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½]	5 marks

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	OR	
	FACTUAL DESCRIPTION	10 marks
	Format 1. title, name of the writer	1 mark
	Content - what, when, where, inauguration details, programme details, range of books, any other specific details, conclusion	4 marks
	Expression Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½]	5 marks
Q5	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.	10 marks
	Format 1. sender's address, 2. date, 3. receiver's address, 4. subject heading 5. salutation, 6. complimentary close.	2 marks
	Content - Letter to the Editor discussion of the issue, causes and effects, analysis of present situation/ difficulties faced and practical solutions Content – Application for a Job Letter submitting the candidature and detailed bio data	4 marks
	Expression Grammatical accuracy, appropriate words and spelling [2] Coherence and relevance of ideas and style [2]	4 marks
	OR	
Q6	SPEECH WRITING	10 marks
	Format –topic introduction, addressing the audience, <i>thank you</i>	1 mark
	Content – use hints, addressing the issue, current situation, reasons behind the neglect, how to take care of the old, possible solutions	4 marks
	Expression Grammatical accuracy, appropriate words and spelling [2½] Coherence and relevance of ideas and style [2½]	5 marks
	ARTICLE WRITING	10 marks

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	Format - Title and writer's name	1 mark
	Content – introduction , analysis of the situations/opinions of parents and students, current trends in society, quoting instances of successful people who followed their dreams, practical and effective solutions/ suggestions	4 marks
	Expression Grammatical accuracy, appropriate words and spelling [2½] Coherence and relevance of ideas and style [2½]	5 marks
	SECTION C: LITERATURE NOTE: The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short answer and long answer type questions. Hence both content and expression in answer to the given question deserves equal importance while awarding marks.	30+15=45 marks
Q7	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.	3 marks
i	– simile	1 mark
ii	– mother compared to late winter's moon – mother's old age, dullness, lack of lustre, approaching death	1 mark
iii	– separation from her mother/ losing of her mother	1 mark
	OR	
i.	– tempting to steal by showing a luxurious world – wrote about only the elite, no reflection of the life of the poor – children can't even imagine that rich world – his portrait is out of place in a slum classroom (any two)	1 mark
ii.	– tempting to steal by showing a luxurious world – the map does not portray their world/ their slum – the map portraying a world beyond their reach (any two)	1 mark
iii.	– the poor children in an elementary school class room in a slum	1 mark
Q8	Short answer type questions (Poetry)- Any three <u>Distribution of marks:</u> Content: Expression (deduct ½ mark for two or more grammatical/spelling mistakes)	6 marks 1 mark 1 mark

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i.	<ul style="list-style-type: none"> - helps to introspect - helps to understand ourselves and the world around us better 	2 marks
(ii)	<ul style="list-style-type: none"> - eternal happiness, sweet dreams, peaceful sleep, health, relaxation, comfort 	2 marks
(iii)	<ul style="list-style-type: none"> - some rich person from the city to stop at the road side stand and buy something from there/ the poor would be able to sell their things to those from the city who pass by and thus earn their livelihood - hoping like a child for the impossible 	2 marks
(iv)	<ul style="list-style-type: none"> - constraints and burdens faced by a married woman in a male dominated society that oppresses her - permanence of art & transience of artists/ art a medium of self expression(optional) 	2 marks
Q9	<p>Short answer type questions (Prose) - Any Three Questions are to be answered in 30-40 words. <u>Distribution of marks:</u> Content Expression (deduct ½ mark for two or more grammatical/spelling mistakes)</p>	<p>6 marks</p> <p>1 mark 1 mark</p>
(i)	<ul style="list-style-type: none"> - the clearest - the most logical - the most beautiful - key to their prison 	2 marks
(ii)	<ul style="list-style-type: none"> - for children : a curiosity/ wrapped in wonder - for elders : a means of survival 	2 marks
(iii)	<ul style="list-style-type: none"> - experience haunted him for years, hated , feared water and it ruined his fishing trips - deprived him of the joy of canoeing, boating and swimming 	2 marks
iv.	<ul style="list-style-type: none"> - six essays - by six eminent men of letters - about their journeys into Communism and their disillusioned return - Andre Gide, Richard Wright, Ignazio Silone, Arthur Koestler, Louis Fischer, Stephen Spender 	2 marks
Q10	<p>Long answer type question (Prose) These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.</p>	10 marks

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	<p>Distribution of marks:</p> <p>Content</p> <p>Expression</p> <p>Grammatical accuracy, appropriate words and spelling [2½]</p> <p>Coherence and relevance of ideas and style [2½]</p>	<p>5 marks</p> <p>5 marks</p>
	<p>Content</p> <ul style="list-style-type: none"> - Eco - a university professor who wrote novels on Sundays - ‘TheName of the Rose’ acquired fame / Eco acquired the equivalent of intellectual superstardom with it - the medieval background was one of reasons for its success - at one level, a detective yarn but also delves into metaphysics, theology and medieval history - phenomenal success of the novel was a mystery - difficult and serious novel - proved journalists and publishers wrong - thought it was written at the most appropriate time, hence the success - story told like a Chinese wise man - narrative, playful and personal style, a marked deviation from the usual academic style 	<p>5 marks</p>
	OR	
	<p>Content</p> <ul style="list-style-type: none"> - the farmers learnt that they too had rights and they became courageous. - ordinary people became a part of the freedom movement - Gandhiji emerged as a true national leader - triumph of Civil Disobedience movement -ordinary people lost fear of British, became confident - British forced to surrender a part of their prestige and money - Gandhiji’s political style established - politics intertwined with the everyday life of people/Gandhiji’s programme to reform the economic and cultural backwardness of the area. - assembled all sections of Indians under one umbrella- lawyers, teachers, farmers etc - peasants realized the value of self reliance. - the Champaran episode gave Gandhiji self confidence, direction and an impetus to launch freedom movement throughout India. Thus this episode was a turning point in his life as well as in India. 	<p>5 marks</p>
Q11.	<p><u>Distribution of marks:</u></p> <p>Content—3 marks</p> <p>Expression—2 marks</p> <p><u>Students may cover any three of the following points.</u></p> <p><u>Accept any other point if it is relevant</u></p>	<p>05 marks</p>

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	<ul style="list-style-type: none"> -modern world- value starved –facing a total crisis -people to accept, love and respect each other -compassion and care to eradicate hatred -need to inculcate humanitarian values in younger generation - turn the youngsters away from violence, revenge etc -all are same before God -be kind and loving to all around us, even to the meanest of God’s creations - our kindness and care can make this world a better place to live in. 	
Q12	<p>Long answer type question</p> <p>These questions have been set to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.</p>	07 marks
	<p>Content</p> <p>Expression</p> <p>Grammatical accuracy, appropriate words and spelling [1½]</p> <p>Coherence and relevance of ideas and style [1½]</p>	<p>4 marks</p> <p>3 marks</p>
	<p>Content</p> <ul style="list-style-type: none"> – Gondwana, its existence around present day Antarctica and continental drift – half million year old carbon records in its ice cores – pristine, never sustained human population – association with evolution, extinction, ozone, carbon, cordilleran folds, pre- Cambrian granite shields – global warming and climate change- everything we do related to Antarctica – how taking care of small things help big things fall into place- phytoplankton – our future depends upon Antarctica 	4 marks
	OR	
	<p>Content</p> <ul style="list-style-type: none"> - loneliness suffered by Lamb and Derry - ridicule and alienation faced by them - comments by others/ reactions of those around them - impact of such behaviour on them 	4 marks

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Q13	<p>Short answer type questions – All four Questions are to be answered in 30-40 words. Distribution of marks: Content Expression (deduct ½ mark for two or more grammatical/spelling mistakes)</p>	08 marks
i.	<ul style="list-style-type: none"> -the supposed third level at the grand central station, seen by Charley - a temporary refuge from reality - a waking dream wish fulfilment - an escape route from modern man’s tensions, worries, anxieties and troubles 	2 marks
ii.	<ul style="list-style-type: none"> - <i>celebration time</i> for all tigers – brutal killing - announcement of surgeons- <i>The operation was successful. The Maharaja is dead</i> 	2 marks
iii	<ul style="list-style-type: none"> – for General’s treatment – most efficient doctor, skilled surgeon – General trusted only him – was perfecting a discovery which would render wounds entirely clean 	2 marks
iv	<ul style="list-style-type: none"> – mummy changed Roger’s smell back to original- awful – feared that Roger would lose his friends again 	2 marks
