

ENGLISH CORE
CODE NO : 301
Class-XII
SAMPLE QUESTION PAPER-I

Section A : Reading

1. Read the passage given below and then answer the questions which follow:

1. Concern about the effects of television on children has centred exclusively upon the contents of the programs which children watch. Social scientists and researchers do complex and ingenious experiments to find out whether watching violent programs make children behave aggressively. But it is easy to overlook the simple fact that one is always just watching television when sitting in front of the screen rather than having any other experience.
2. Parents who are deeply troubled about the effects of television upon their children have centred their concern on the subject matter of the programmes. A group called Action For Children's Television (ACT) was formed in the USA not only to reduce the amount of violence in programmes but also to protest against incessant commercial breaks which encouraged children to crave for fashionable toys and unhealthy foods. One of its founders described its aims "...parents have the rights to ask that programmes aimed at the young should meet the specific needs of children...." But is it the needs of children which are at stake when parents demand better programmes? Surely the fact that young children watch so much television reflects the needs of parents to find a convenient source of amusement for their offspring and a period of quiet for themselves. Their anxieties about the possible ill effects of those hours of passive, quiet viewing are lessened if the time spent at least seems to be educational.
3. The real needs of young children are quite different. They need to develop initiative, and to find out things for themselves; television provides answers too easily. Children need to acquire fundamental skills of communication; television retards verbal development because the child is silent while watching it. Television discourages the sort of games that enable the young to discover their strengths and weaknesses, with the result that as adults they will be less fulfilled. Their need for fantasy is gratified far better by their own make-believe activities than by the adult-made fantasies offered on television. Intellectual stimulation is provided more completely by manipulating, touching and doing than by passively watching and listening.
4. Oddly enough, the television industry, though often cynical and self-serving in its exploitation of children, sometimes unknowingly serves their best interests. Because television offers cheap junk programs, conscientious parents do in fact limit their children's viewing when such undesirable programs are the only ones available. Unfortunately, if organizations like ACT succeed in improving the quality of programs significantly, the effects on young children will be more harmful because their permitted viewing time will increase, and no matter how good their content, TV programmes are always a poor substitute for other activities.
5. There are a number of fallacies that have misled parents into thinking that the problem of television will be solved by improving its quality. It is suggested, for example, that a youngster unfamiliar with TV programmes will find making friends difficult and will be labeled as an outsider. On the contrary, other children will usually respect their independence and recognise

- even envy - the richness of their alternative activities. More subtle is the mistaken belief that the experience that children gain from watching television is the same as the adults watch television, their own past and present experiences come into play, so that they can test the view of the world presented on the small screen against their knowledge of real life. But young children have very few real-life experiences to set against their viewing, so that for them TV is primary source of experience; their formative years are spent largely in an unreal, unnatural, second-hand world.

6. It is also universally assumed that TV is an important source of learning. Like an animated picture book it presents in an easily digested and entertaining way a great deal of information about the natural world, history, current affairs, other countries and so on. But the 'knowledge' of today's television-educated children, spouting words and ideas they do not fully understand and 'facts' whose accuracy they cannot judge from their limited experience, cannot compare with the knowledge acquired by reading or activity. It is then that children use their minds and their bodies, their imaginative and reasoning power, to enrich their lives.
7. Only when parents begin to question the nature of television itself and its effects on their children and on themselves as parents will they begin to realize that it is not the program but television itself- and especially the good program - which poses the greater threat to their children's well-being. (Adapted from Plug-in Durg by Marie Winn)

a) On the basis of your reading the passage answer the questions given below:

- | | |
|--|---|
| (i) Why is the ACT against frequent commercial breaks on the small screen | 2 |
| (ii) What are the three reasons given by the author to justify the harmful effect TV has on the children? | 3 |
| (iii) How are adults able to relate to the programme on TV ? | 1 |
| (iv) What do you understand by the phrase second-hand world? | 1 |
| (v) How does the author differentiate between the knowledge gained by watching TV programmes and that gained by reading? | 2 |

b) Pick out the words from the passage which mean 3

- | | |
|---|---|
| (i) continuous (para 2) | 1 |
| (ii) tendency to have a low opinion of people's reasons for doing things (para 4) | 1 |
| (iii) pour out in a stream (para 6) | 1 |

2. Read the passage given below :-

In the democratic countries, intelligence is still free to ask whatever question it chooses. This freedom, it is almost certain, will not survive another war. Educationists should, therefore, do all they can, while there is yet time, to build up, the men and women of the next generation who will otherwise be at the mercy of that skilful propagandist who contrives to seize the instruments of information and persuasion. Resistance to suggestion can be built up in two ways. First, children can be taught to rely on their own internal resources and not to depend on incessant stimulation from without. This is doubly important. Reliance on external stimulation is bad for the character. Moreover, such stimulation is the stuff with which propagandists bait their books, the jam in which dictators conceal their ideological pills. An individual who relies on external stimulations thereby exposes himself to the full force of whatever propaganda is being made in his neighborhood. For a majority of people in the West; purposeless

reading, purposeless listening-in, purposeless listening to radios, purposeless looking at films have become addictions, psychological equivalents of alcoholism and morphinism. Things have come to such a pitch that there are many millions of men and women who suffer real distress if they are cut off for a few days or even a few hours from a newspaper, radio, music or moving pictures. Like the addict to a drug, they have to indulge their vice, not because the indulgence gives them any real pleasure, but because, unless they indulge, they feel painfully subnormal and incomplete. Even by intelligent people, it is now taken' for granted that such psychological addictions are inevitable and even desirable, that there is nothing to be alarmed at in that fact that the majority of civilized men and women are now incapable of living on their own spiritual resources, but have become abjectly dependent on incessant stimulation from without.

How can children be taught to rely upon their own spiritual resources and resist the temptation to become reading addicts, hearing addicts, seeing addicts? First of all, they can be taught how to entertain themselves by making things, by playing musical instruments, by purposeful study, by scientific observation, by the practice of some art, and so on. But such education of the hand and the intellect is not enough. Psychology has its Gresham's Law, it is bad money that drives out the good. Most people tend to perform the actions that require least efforts to think the thoughts that are easiest to feel. And they will tend to do this even if they possess the knowledge and skill to do otherwise. Along with the necessary knowledge and skill must be given the will to use them even under the pressure of incessant temptation to take the line of least resistance and become an addict to psychological drugs. Most people will not wish to resist these temptations unless they have a coherent philosophy of life, which makes it reasonable and right for them to do so. The other method of heightening resistance to suggestion is purely intellectual and consists in training young people to subject the diverse devices of the propagandists to critical analysis. The first thing that educators must do is to analyze the words currently used in newspapers, on platforms by preachers and broadcasters. Their critical analysis and constructive criticism should reach out to the children and the youth with such a clarity that they learn to react to forceful suggestions the right way at the right time.

- (a) **On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary** 5 Marks
- (b) **Write a summary of the above passage in 80 words, using the notes made and also suggest a suitable title.** 3 Marks

Section B : Advanced Writing Skills

3. On the occasion of World Heritage Day design a poster highlighting the need to preserve the monuments of our country. You are Aman/Amina, the President of the Social Science Club. (word limit 50). 5 Marks

OR

You want to sell off your old computer as you have purchased a new one. Draft an advertisement to be published in the Times of India under classified columns giving its details & the expected price. You are Shan of C5 Saket, New Delhi (word limit : 50)

4. You participated in a career counselling programme organized by 'Careers India'. You had the opportunity of listening to professionals from various fields like food technology, fashion technology, Media management etc. Write a report of the programme for Career Times. You are Alok/Anita. 10 marks

OR

You were shopping in a busy and crowded market when you saw two terrorists being shot at by the police. Describe in about 100-125 words the panic created amongst people by the gun shots and the scuffle that took place between the police and the terrorists before they fell down.

- 5 Write a letter to the Editor of a national daily on the mushrooming of various coaching centres and how extra tuitions have become a common feature in a student's life. You are Vineet/Veena. 10 marks

OR

During summer months after your exams are over, you want to utilize your time by working for the summer in a leading chain of restaurants. You are Sanjay/Geeta. Write an application for the post of a supervisor giving your complete bio-data to the HR Manager Subways, GK Part II, New Delhi 10 marks

- 6 In today's world of instant communication the art of writing letter to friends, parents, cousins is long forgotten. Write an article on the joyful experience of penning letters packed with emotions and personal triumph. You are ArunèkAmita (Word limit 200). 10 marks

OR

You are Amit/Gouri. You strongly feel that education about life-skills should be made a compulsory part of school curriculum. Write a speech of about 150-200 words to be given in the school assembly explaining life skills education and its implication in a student's life. 10 marks

Section C : Literature

- 7 (a) **Choose any one of the following extracts and answer the questions given below it :** 4 marks
- Then he arose and walked straightway across the court,
And entered where they wrangled of their deed of love
Before the priests.
A while he listened sadly; then
Had turned away*
- (i) Who is 'he' in this extract? 1 marks
- (ii) Who are 'they' and what were they wrangling about? 2 marks
- (iii) Why is he sad? 1 mark

OR

*So I have learnt many things, son,
I have learned to wear many faces
like dresses-homeface,
officeface, streetface, hostface,
cocktailface with all their conforming smiles
like a fixed portrait smile.*

- (i) Mention two things that the poet had learnt. 2 marks
- (ii) Explain : *like a fixed portrait smile*. 1 mark
- (iii) Is the poet happy about what he had learnt ? Give reasons for your answer. 1 mark
- (b) Answer the following questions in about 30-40 words each. 6 marks**
- (i) Why does Ben Jonson want to be like a lily and not an oak tree? 2 marks
- (ii) What do you learn about Hardy's views on war in the poem '*The Man He Killed*'? 2 marks
- (iii) What is "*dwelling in a puppet's world*" according to Tagore? 2 marks
- 8 Answer the following questions in about 30-40 words each. 10 marks**
- (a) What plan did Maggie devise to cure her mother of her illness? 2 marks
- (b) Where did Ernest live and why did he come to town? 2 marks
- (c) Why does Max Mueller say that India is a good place to study the science of languages? 2 marks
- (d) When convicts were first taken to the Andaman Island, all of them died without exception. Give two reasons for the same. 2 marks
- (e) It is assumed that the possession of material commodities make people happy. Does Bertrand Russell agree ? Why / Why not ? 2 marks
- 9 Answer any one of the following in about 125-150 words. 10 marks**
- "The British could chain the prisoners but not their spirit". Illustrate the truth of the statement with examples from '*The Andaman Islands*'
- OR**
- "Some of the most valuable and most instructive materials in the history of man are treasured up in India and in India only" says Max Mueller. Elaborate the statement.
- 10 Answer any one of the following in about 125-150 words: 7 Marks**
- "Money has a corrupting influence on people." Discuss with reference to "*The Hour of Truth*"
- OR**
- What are the dimensions with which our youth should equip themselves according to Dr. Karan Singh in the lessons '*Youth and the Tasks Ahead*' ?
- 11 Answer the following briefly (30-40 words) 8 Marks**
- (1) Where did the narrator find the man he was looking for? (*The Face on the Wall*)
- (2) What was Gandhiji's idea about a "true text book"? (*Gandhiji as a Schoolmaster*)
- (3) What was Mrs. Wang's idea of resolving the issues concerning wars and disputes? (*The Old Demon*)
- (4) How can parents of handicapped children make them happy? (2x4) = 8 marks
(*The Future is Now : A Zest for Living*)

ENGLISH CORE
CLASS-XII
SAMPLE QUESTION PAPER-I
Marking Scheme

Section A : Reading

Answer Key

- | | | | |
|-----|-----------|--|-------------------------|
| 1 | (i) | The ACT is against frequent commercial breaks because they lure the children to long for fashionable toys and unhealthy foods. | 1 + 1 marks |
| | (ii) | The child glued to the T.V. does not have the opportunity to develop his communicative skill he does not play games which ultimately makes him a less fulfilled individual and his intellectual stimulation is curbed. | 1+1+1 marks |
| | (iii) | Adults are able to compare their past and present experiences with what they see on the small screen. | 1 mark |
| | (iv) | Children have very few real-life experiences. What they see on the TV is a world created by the adult and passed on to them. | 1 mark |
| | (v) | The knowledge acquired by watching TV is merely accumulation of facts where as the knowledge acquired by reading helps the children use their mind, imaginative and reasoning powers. | 2 marks |
| 1.2 | incessant | (Para-2) - | 1 |
| | cynical | (Para-4) - | 1 |
| | spouting | (Para-6) - | 1 |
| | | | } 3 marks |
| | | | Total : 12 marks |

2 (a) **Note-making**

Title - **Developing Resistance to Suggestion - 1**

1. Resistance to suggestion can be built upon in two ways
 - (a) Childr. rely on themselves
 - (b) Not on external stimulatn.
 - (c) Ext. stimulatn.
 - (i) bad for character
 - (ii) propagandists use it
 - (iii) dictators use it
 - (iv) gets addictive
 - (v) dep. on spiritual help
2. How sh. childr. be taught to rely on themselves.
 - (a) self entertainment
 - (b) musical instruments
 - (c) scientific observation

4 **Report**

Format	-	Title name of the writer / reporter Place, date,	½ + ½ mark
Title	-	Careers Fair/- Career Counseling Seminar	
Content	-	<ul style="list-style-type: none">• When?• Where?• Who organized it?• speakers'• highlights of the speakers' message• any other relevant information	4 marks
Expression	-	spelling, grammatical accuracy	2½ marks
		Coherence, relevance	2½ marks

OR

Factual Description

Content			4 marks
Expression	-	coherence and relevance	3 marks
		spelling and grammatical accuracy	3 marks
Value points	•	description of market & context of shopping	
	•	description of terrorists	
	•	panic among people	
	•	scuffle with police (4-1 mark for each point)	Total 10 marks

5

Formal Letter

Format	-	Writer's address, receiver's address, date, salutation, subject, complimentary close	2 marks
Content	-	<ul style="list-style-type: none">• increasing number of coaching centers• tuitions-a status symbol now• students compelled to join tuition groups• parental and peer pressure• no time for relaxation• any other relevant point eg money involved	3 marks
Expression	-	Spellings and grammatical accuracy	2½ marks
		Coherence and relevance	2½ marks

OR

Job Application

Format	-	Writer's address, receiver's address, date, subject salutation and complimentary close	2 marks
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Content	-	<ul style="list-style-type: none"> • Covering letter • reference to advertisement • brief profile of self • submission of application • Resume / bio-data separately as enclosure 	3 marks
Expression-		Spellings, grammatical accuracy	2½ marks
		Coherence and relevance	2½ marks
			Total 10 marks

6

Article

Title	-	The Art of Writing letters	½ marks
		Writer's name	½ marks
Content	-	<ul style="list-style-type: none"> • instant communication due to technological advancements eg.e-mails, telephones, mobile etc. • letter writing - dying art • forgotten writing letters expressing our feelings and emotions • e-mails impersonal, too brief to explore the richness of languages • letters - personal, use of language • eager wait for postman missing ac • any other appropriate/relevant idea 	4 marks
Expression-		spellings, grammatical accuracy	2 marks
		Coherence, relevance	3 marks
			Total 10 marks

OR

Speech

Style/Format-		Address and name of the speaker at the end	1 mark
Content	-	<ul style="list-style-type: none"> • Life skills & their explanations • Why is it necessary to impart education of life skills • how does it affect a students personality • its positive results & advantages 	4 marks
Expression-		spellings, grammatical accuracy	2½ marks
		coherence, relevance	2½ marks
			Total 10 marks

Section C: Literature

- 7 **Objectives:** to test the students' comprehension of the poem, their ability to interpret, evaluate and respond to the lines of the poem.

Option-1

Value Points :

- (i) the peasant 1 mark
- (ii) 'they' are various claimants to the plate of gold like nobles, munshis and hermits. 1 mark
- they are fighting about their relative worthiness to be recipients of the plate of gold 1 mark
- (iii) he is saddened by the hollowness of their claims as none of them had sincerely reached out to the poor and needy for pure and unselfish reasons. 1 mark

Option-2

Value points:

- (i) • to shake hands without genuine warmth
• to speak pleasant words without sincerity
• to wear expressions on his face which mask his true feelings (any 2 points) 2 marks
- (ii) like a smile on a face in a portrait, it appears fixed and lifeless. 1 mark
- (iii) the poet is unhappy about these changes because they have made him insincere and false and taken away by his spontaneity. 1 mark

- 7 (b) Questions are to be answered in 30-40 words each.

Objectives : to test students' ability to interpret evaluate and respond to the poems.

Distribution of marks :

Content : 1 mark

Expression : 1 mark
(deduct ½ mark for exceeding 50 words)

Value points :

- (i) unlike the oak which does not bring beauty and light into people's lives although it lives long, the lily lives only for a day but brings light into our lives because of its perfection and beauty.
- (ii) Hardy is saddened by / disapproves of war which forces people into regarding fellow human beings as enemies whom they would have befriended in other circumstances.
- (iii) Behaving like brainless puppets / objects who are manipulated by the desires and whims of the rulers who command and shape their lives.

- 8 **Objectives:** To test the students' ability for local comprehension of the prose texts. Questions are to be answered in 30-40 words

Distribution of marks:

Content : 1 mark
Expression : 1 mark
(deduct ½ mark for exceeding 50 words)

Value points :

- (a) request Mr. Gupta to gaze into the crystal in the ring and reassure her mother that her son was alive and well.
- (b) Ernest lived in Shropshire and has come to town to propose to Gwendolen
- (c)
- one can study the growth and decay of dialects
 - one can study the possible mixture of languages with regard to words and grammatical elements by studying the many languages of India and their contact with various invaders and conquerors
- (d)
- the original inhabitants shot them down, regarding them as enemies
 - climate inhospitable - heavy rains and immense heat-causing tropical diseases that proved fatal.
- (e) No, he does not. According to him, it is admiration and respect which makes people happy. In some societies this is achieved through material possessions but not in others.
- 9 **Objective:** To test global comprehension of prose texts

Marking Scheme :

Content : 6 marks
Fluency and Expression : 4 marks
(deduct ½ mark for exceeding word limit by 20 words; 1 mark for exceeding by more than 20 words)

Value Points:

Option -1

- Kartar Singh refused to appeal against death sentence and was executed.
- Pingale ascended the gallows bravely, seeking God's help for the sacred cause.
- Bhai Parmanand and sixteen others sing songs and remain in good spirits through, out the journey to Calcutta in spite of fetters and handcuffs and in the barracks there, and during the sea voyage in the lowest hold of the ship.
- They cope courageously with the cruelty of the notorious jail keeper Mr. Berrie.

Option-2

- Exclusive study of Jew, Greek and Roman thought not enough as India has a wealth of philosophy and thought.
- fields such as geology, botany, ethnology, archeology and vedic mythology provide vast stores of knowledge

- study of fables of India can lead to research on place of origin of many tales common to India and the West.
- Sanskrit study will yield valuable insights into its language and a literature which delves into the inner world of mind and spirit
- growth and influences on languages and various religions can be studied extensively in India

10 Objective : To be able to comprehend incidents and evaluate it.

Marking : 1 mark each for the value points given below - 4
3 marks for expression. ($\frac{1}{2} + \frac{1}{2}$) fluency and accuracy

Value points :

- temptation to get easy money is quite difficult to resist
- materialistic attitude of Baldwin's wife Martha, son John and daughter Evie
- reaction of Martha - she weeps when she finds her husband honest
- regards misappropriation of money as a technicality

OR

- youth must attain physical strength / fitness by undertaking physical training
- intellectual development, youth must have academic ability of the highest order
- patriotism-youth should have urged for unity and progress of nation
- spiritualism-youth of today should cut across all narrow barriers and distinctions.

11 Objective : To be able to understand and interpret the ideas contained in the lessons.

Marking : 1 mark for one value point
1 mark for expression.

2x4 = 8 marks

Value Points :

- On way to Folkstone, on the companion way-for the upper deck of the ship.
- Gandhiji felt that the true text book for the pupil is his teacher
- through dialogue
- by allowing them to define happiness themselves.

ENGLISH CORE
CODE NO : 301
Class-XII
SAMPLE QUESTION PAPER-II

Section A : Reading

1. Read the extract given below and answer the questions that follow:

1. From the moment a baby first opens its eyes, it is learning. Sight and sensation spark of a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain his reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will descend on that person's language- rudimentary or sophisticated, precise or approximate, stereotyped or original.
2. Very young babies are soothed by human voice uttering comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings, and this learning precedes best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and baby: eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting' which sets the pattern of relationships between two people.
3. Thus, long before they can speak, children are involved in a two-way process of communication which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit-grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. They will know, long before they can contribute themselves that relationships are forged through this process of speaking and listening; that warmth and humour have a place in the process, as have all other human emotions.
4. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain, speech with very small children; we run out of ideas, or just get plain sick of it. Their lives are limited and the experience just isn't there to provide the raw material for constant verbal interaction, without inevitable boredom on the child's part and desperation on the adult's ...
5. Parents and children who share books share the same frame reference. Incidents in every day life constantly remind one or the other of a situation, a character, an action, from a jointly enjoyed book, with all the generation of warmth and well being that is attendant upon such sharing. All too often, there is a breakdown of communication between parents and children when the problems of adolescence arise. In most cases this is most acute when the give-and-

take of shared opinion and ideas has not been constantly practised throughout childhood. Books can play a major part in the establishment of this verbal give-and- take, because they are rooted in language.

6. Young children's understanding greatly outruns their capacity for expression as their speech strains to encompass their awareness, to represent reality as they see it. Shades of meaning which may be quite unavailable to the child of limited verbal experience are startlingly talked-to toddler. All the wonderful modifying words-later, nearly, tomorrow, almost, wait, half, lend-begin to steer the child away from the simple extremes of "yes" and 'no' towards the adult word of compromise; from the child's black and white world to the subtle shades and tints of the real world. The range of imaginative experience opened up by books expands the inevitably limited horizons of children's surroundings and allows them to make joyful, intrigued, awe-struck acquaintance with countless people, animals, objects and ideas in their first years of life, to their incalculable advantage.
7. Books also help children to see things from other points of view besides their own as they unconsciously put themselves into other people's places - 'if that could happen to him, it could happen to me.' This imaginative self-awareness brings apprehensions and fears as well as heightened hopes and joys.
8. In books children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provides the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words.

(Adapted from *Babies Need Books* by Dorothy Butler)

- (1) List three things that a baby can do from the moment that it is born that enable it to learn about the world around it. 1 mark
- (2) How does the range of language affect a person's thinking? 1 mark
- (3) What advantages do children who listen to articulate adults enjoy in comparison with the others? 2 marks
- (4) Why according to the writer is talking alone an inadequate base for language development? 1 mark
- (5) What is the role of books in maintaining good relationships? Explain. 2 marks
- (6) Pick out two other advantages of books mentioned in the passage. 2 marks
- (7) Find words from the passage that mean:
 - (a) Pronounce distinctly (para 3)
 - (b) accompany (para 5)
 - (c) give and take (para 6) 3 marks

2. Read the passage given below:

If you wish to pursue higher studies without taxing your parents with educational debts, it's time to act now. As education costs escalate every year, it is not feasible for parents to spend the lion's share of their savings on your higher education. However, with a number of scholarship programmes available these days, you can fund your own studies, at least in part. All that you need is a sound academic record and the ability to compete with other candidates. If you are not meritorious, look out for loans, which can be repaid once you have finished your degree.

Scholarships

One of the first avenues that students must explore is the National Science Talent Search (NSTS), which is available to students of class V to XII. If you have an interest in Science and can make a good science project, apply to the NSTS. "After school, fellowships are available for different levels of study that include Science, Arts, and Social Science. There are also scholarships' available for research abroad, the information for which is posted to colleges and university departments directly."

For scholarships in the US, enquire at the office of the United States Educational Foundation in India (USEFI) which has an office in New Delhi, Mumbai, Chennai and Kolkata. Similarly, if you wish to pursue higher studies in the UK, drop in at The British Council, which has branches all over the country. The British Chevening Scholarship is awarded to gifted studies in various disciplines in the UK. Similarly, Fulbright is a distinguished US fellowship programme for research scholars.

There are also a number of exchange programmes with different countries, provided by the Government of India. The German Academic Exchange fellowship invites PG students in bio-engineering, bio-pharmacology, metallurgy, environment science, agronomy, veterinary science, horticulture and animal husbandry, with two years of teaching or research experience.

LOANS

Alternately, you can look for loans, which can be repaid once you start earning. In India, such loans are available from commercial banks and the Life Insurance Corporation (LIC), but both require security. "In banks, some security in the form of immovable property or jewellery may have to be mortgaged, while in the case of LIC, you should have a life insurance policy with premium having been paid for a certain number of years,"

If you seek loans to study abroad, such as in the US, you must have a US citizen co-signer and you should have already taken admission in US university. The whole process requires a lot of hard work, merit and self-motivation, but once you complete your degree, self-funding can be extremely rewarding..

- (a) On the basis of your reading of the above passage make notes on it using headings and sub headings. Use recognizable abbreviations wherever necessary 5 marks
- (b) Write a summary of the above passage using the notes in 80 words. 3 marks
Also suggest a title.

Section B : Advanced Writing Skills

- 3 You are Anil / Anita, the school captain of Orchids International School. You wish to call a meeting of the students council to discuss the measures to be taken to check the explosion of crackers in the school premises during Diwali time. 5 marks
Draft the Notice in not more than 50 words.

OR

- You are Ankit/Aditi School captan Pratibha Vikas Vidyalaya. You have decided to celebrate "The Grand Parents Day" in school. Draft a formal invitation to be sent to the grand parents of students of your school giving details of the programme, day, date and time etc. 5 marks
- 4 You attended a seminar conducted by Swami Krishnananda. The seminar was on the benefits of Yoga for heart ailments and the need to practise it for good health. Write a report about it for your newspaper. 10 marks

OR

You have been going for morning walks in a nearby park. A number of people of all ages come to the park for jogging, meditation, yoga and morning walks. Describe the scene of the park in about 100-125 words. 10 marks

- 5 You saw the following advertisement in the Times of India. You think you are eligible to apply for the post mentioned. Write an application in response to the advertisement. 10 marks

Applications are invited by Sundaram Business Services a division of Sundaram Finance Limited. For the post of HEAD-HR, a middle management position, reporting to the Head of the Division, in Chennai.

Applicant should be around 35 years of age with postgraduate qualification in HR from a reputed institution, should have minimum five years experience in HR functions. Should be conversant with the best HR practices in the industry and should have implemented robust performance monitoring / appraisal system and productivity linked incentive schemes.

Apply with full particulars and the emoluments expected, within a week to chief HR Manager, Sundaram Business Services, No.-05, Shanti Colony, Arya Nagar, Chennai-04.

OR

Write a letter to the Editor of 'The Hindustan Times' drawing attention of the concerned authorities towards the ill maintained bus-stands in your area. Give your suggestions. You are Juli/Jalaj of B II Vasant Kunj Lucknow. 10 marks

- 6 Tourism as an industry is flourishing at the global level yet in our homes we do not have time to entertain our guests with warmth and true hospitality. Guests are no longer the gods as they were thought to be in earlier times. Write an article, discussing the present day preoccupations of the people with themselves for your school magazine. 10 marks

OR

Children usually come to school without taking breakfast in the morning. This habit affects adversely the performance of students in academics and sports. Write a speech in about 150-200 words to be given in your school assembly giving the benefits of taking breakfast. 10 marks

Section C : Literature

- 7 (a) **Choose any one of the following extracts and the questions given below it :** 4 marks

*To her fair works did Nature Link
The human soul that through me ran;
And much it grieves my heart to think
What man has made of man.*

- (i) What does the poet describe as Nature's 'fair works'? 1 mark
(ii) Explain Wordsworth's concept of nature as described in these lines. 1 mark
(iii) What is the reason for his grief ? 2 marks

OR

*But ranged as infantry
And staring face to face
I shot at him as he at me
And killed him in his place*

- (i) Who are 'I' and 'him' in this extract ? 1 mark
- (ii) Where were they and in what circumstances had they met ? 2 marks
- (iii) What might have they done if they had met in different circumstances? 1 mark
- (b) Answer the following questions in about 30-40 words each : 6 marks**
- (i) What does the poet of 'Once upon a Time' want to relearn ? Why ? 2 marks
- (ii) How, according to Rabindranath Tagore, are the 'shackles of slumber' preventing people from becoming free? 2 marks
- (iii) Bring out the contrast between the peasant and the other claimants to the plate of gold in Leigh Hunt's poem. 2 marks
- 8 Answer the following questions in about 30-40 words each : 10 marks**
- (a) Why does Bertrand Russell hold machines responsible for the greater ferocity of war? Give two reasons.
- (b) What impressions did Alice's mother have about India?
- (c) What was the effect of the Brahmo Samaj on the movement of the emancipation of women?
- (d) What was Lady Bracknell's observation after her visit to Lady Harbery ?
(*The Importance of Being Ernest*)
- (e) When does the blind man realize that he has been recognized ?
(*A Man Who Had No Eyes*)
- 9 Answer one of the following in about 125-150 words : 10 marks**
- Describe the contributions made by women to the creation of modern India and the reforms that have helped in improving their status. (*The Awakening of Women*)
- OR**
- Parsons and Markdwart have completely different outlooks towards life. Describe the difference in the outlook. (*A Man who had no Eyes*)
- 10 Answer any one of the following in about 125-150 words :- 7 marks**
- In "The Bet" who emerges as a better human being-the lawyer or the banker?
- OR**
- How does the Yellow river play a significant role in the life of Mrs. Wang?
- 11 Answer the following briefly : (30-40 words)**
- (1) Why did Gandhiji hit the boy when he was in the Tolstoy farm? What impact did it have on Gandhiji?
- (2) Why is there a need for the youth in this nuclear age to be academically inclined?
- (3) How did Mr. Baldwin manage to be loyal to Mr. Gresham without sacrificing his principles?
- (4) Give a reason to show how Barin was conscious of his public image.

ENGLISH CORE
CLASS-XII
SAMPLE QUESTION PAPER-II
Marking Scheme

- 1 (1) Sight, sound and sensation 1 mark
(All three to be included)
- (2)
 - helps assemble a list of ideas
 - consider these ideas
 - draw conclusions based on these ideas
 - explain his reasoning $\frac{1}{2} + \frac{1}{2}$ marks
(Any two)
- (3)
 - learn to use lang for interaction with other human beings
 - lang. becomes a unique experience of joy
 - helps build relationship with other people.2 marks (Any two)
- (4) Talking alone is inadequate because (1)
 - child is not always exposed to a complexity of speech if the adult is not articulate.
- (5) Parents and children who share books 2 marks (any two reasons)
 - share situations
 - share characters
 - share action

This fosters a good relationship that will grow into adolescence.
- (6)
 - Children are exposed to a range of vocabulary
 - imaginative experience expanded
 - see/things from other points of view
 - creates self awareness.(2)
(any two advantages)
- (7) (a) Pronounce distinctly (para 3) articulate
(b) accompanies (para 5) - attendant
(c) give and take (para 6) - compromise 3 marks

2 **Title : No Longer a Burden**

Notes

- (1) Sch.Shps. available
- (a) sound academic record
 - (b) ability to compete
 - (c) some loans repayable after degree

- (2) Sch. shp lists
- (a) N S T S
(i) Class V-XII
- (b) Res. abroad
- (3) Scholarships abroad
- (a) U S E F I
- (b) B C
- (c) Fulbright
- (d) Commonwealth
- (e) Paul foundation
- (4) Exchange programmes
- (a) For. exchange
- (i) Bio. -eng.
- (ii) Bio. pharm.
- (iii) Met.
- (5) Loans
- (a) LIC
- (b) Banks

Key to abbreviations used-

Sch-shps.	-	Scholarships
NSTS	-	National Science Talent Scholarship
Res.	-	Research
USEFI	-	United State Educational Foundation in India
B C	-	British Council
For.	-	Foreign
Bio.eng.	-	Bio Engineering
Bio-Pharm	-	Bio Pharmacology
LIC	-	Life Insurance Corporation
Met.	-	Metallurgy

3 Notice

Format	-	Title, Date, Signature with designation.	1 mark
Content	-	(a) Where? (b) When? (c) For whom is the meeting (d) Agenda (word limit - 50)	2 marks
Expression	-	Coherence, relevance	1 mark
		Spellings, Grammatical accuracy	1 mark

OR

Title	:	The Grand Parents Day	1
Contents	:	<ul style="list-style-type: none">• Invite• Day, Date, Time• Venue• Programme• Special invitees	2 2
Expression:		Coherence, relevance, Spellings, Grammatical accuracy	Total 5 marks

4

Report

Format	:	<ul style="list-style-type: none">• Title, writer's name, (place and date optional)	1 mark
Content	:	<ul style="list-style-type: none">• Seminar• Where• when• duration• organized by whom• benefits highlighted• yoga for heart problems• why we need to practise it	4 marks
Expression:		Coherence, relevance Spellings, grammatical accuracy	2½ marks 2½ marks

OR

Factual Description

Contents	-		4
Expression	-	coherence, relevance spellings, grammatical accuracy	6
Value Points		<ul style="list-style-type: none">• Park - its situation, morning scene cool breeze greenery etc.• Variety & no of people,• Various activities in the park• over all impact of morning walk	3 Total 10 marks

5

Letter

Format	-	Writer's address, receiver's address, date, subject, salutation and complementary close.	2 marks
Content		<ul style="list-style-type: none">• Covering letter• reference to advertisement• brief profile of self• submission of application• Resume / bio-data separately as enclosure.	3 marks

Expression	-	Spellings, Grammatical Accuracy	2½ marks
		Coherence, cohesion	2½ marks

OR

Format	-	Writer's address, receiver's address , date, subject, salutation & complimentary close, subscription	2 marks
Contents	-	<ul style="list-style-type: none"> • Bus stands-their pathetic condition littered, broken dilapidated, hot, no shelter from sun or rain • Proper sheltered bus stands, water arrangements, dustbins -if possible telephone booth. 	3 marks
Expression :		spellings, grammatically accuracy coherence, relevance	2½ mark

6

Article

Format	-	Title, writer's name	½ +½ mark
Content	-	<ul style="list-style-type: none"> • attitude towards guests in earlier times • present day scenario - fast paced, nuclear families, busy schedules and hence practically no time for guests... • growing self-centeredness • Tourism - growing industry; economic gains • Contrast in the two attitudes. • any other relevant idea 	4 marks
Expression	-	Coherence, relevance	2½ marks
		spellings, grammatical, accuracy	2½ marks

OR

Speech

Style/Format	-	Address & name of the speaker at the end or beginning	1 mark
Contents	-	<p>(1)</p> <ul style="list-style-type: none"> • Description of students who do not have breakfast in the morning • fall down on ground in assembly • can't stand for a long time • feel tired after playing or mass physical exercise. • sleepy and drowsy during morning hours • cannot concentrate on studies <p>(2) Compare with students who have breakfast</p> <ul style="list-style-type: none"> • Active throughout • more energetic • can concentrate more etc. 	4 marks
Expression	-	spellings, grammatical accuracy	2½ marks
	-	coherence, relevance	2½ marks

- 7 (a) **Objectives** - To test the students' comprehension of the poem, their ability to interpret, evaluate and respond to the lines of the poem.

Option-1

Value Points

- (i) To the flora and fauna around 1 mark
- (i) Nature has established her link with Man through her beautiful creations. Man must learn to commune with Nature and appreciate the wonders of Nature. 1 mark
- (ii) The poet grieves because Man has failed to understand the link with Nature. He, in the name of progress dissatisfies Nature by destroying the beauty around. 2 marks

Option-2

Value points

- (i) Two mercenary soldiers on opposite sides in a war. 1 mark
- (ii) They are at a war front fighting for their countries. 2 marks
- (iii) If they had met elsewhere they would have exchanged pleasantries and got one another a drink. 1 mark

(b) **Questions are to be answered in 30-40 words each**

Objectives : To test students' ability to interpret, evaluate and respond to the poem.

Distribution of marks :

Content : 1 mark

Expression : 1 mark

(deduct ½ mark for exceeding 50 words)

Value Points

- (i) The poet wants to relearn smiling with genuine warmth at people, because he has become hypocritical. He pretends to have feelings which he doesn't have.
- (ii) Chained to ignorance and unwilling to take the risks and forge ahead, the people are prevented from becoming free-free to act, to surge ahead.
- (iii) Peasant - genuine compassion, loves humanity. No greed for money. Other claimants - greed for money makes them pretend to be compassionate.

- 8 **Objective** : to test the students' ability to comprehend and infer prose texts.

Distribution of marks :

Content : 1 mark

Expression : 1 mark

(Deduct ½ mark for exceeding 50 words)

Value Points :

- (a) machines make larger armies possible
- (a) they facilitate a cheap press which fans people's emotions for war
- (b) they starve the anarchic, spontaneous side of human nature which then find an outlet in war (any two) 2 marks
- (b) That India is full of dangers in the form of tigers and snakes or diseases like cholera and malaria. 2 marks
- (c) limited impact on some sections only - women broke rules of purdah and moved freely in society 2 marks
- (d) Lady Bracknell's observations is that Lady Harbury seems to be living entirely for pleasure. 2 marks
- (e) When Parsons tells him that the story was the other way round and calls Markdwart by his name. 2 marks

9 Objective : to test global comprehension of prose texts.

Marking Scheme :

Content : 6 marks

Fluency and Expression: 4 marks

(deduct ½ mark for exceeding word limit by 20 words; 1 mark for exceeding word limit by more than 20 words)

Value Points

Option - 1

- Women participated actively in non-cooperation movement-picketed liquor shops, enforced boycott of foreign cloth, undertook civil disobedience
- equal participation in freedom struggle gave them the position of equality and released them from social bondage
- Women were appointed to high posts in independent India and served as governors, ambassadors etc. 3 marks
- legislative reforms have further enhanced their status - e.g. right to independent property, freedom of marriage, to education and employment, raising of age of consent for marriage, prevention of dedication of women to temple services etc. 3 marks

Option - 2

Parson's outlook

- positive, optimistic
- overcomes his handicap by working hard
- does not indulge in self pity
- self sufficient & independent

- Markdwart's outlook
- pessimist,
- does not try to overcome his handicap
- exploits his handicap and indulges in self pity
- becomes parasite

10 Objective : To be able to comprehend and evaluate characters.

Marking : 1 mark for each value point (4 points)

3 marks expression (1 ½ + 1 ½ accuracy and fluency)

Value points : **4+3 marks**

lawyer

- reasons :
- desire for money vanishes
 - magnanimous in allowing the banker to declare himself the winner by leaving the place 5 minutes in advance
 - reading a lot of books had transformed him

OR

Value Points :

Association with the river –

- spends evening with her husband besides river bank
- river responsible for her husband's death
- river causes havoc in the village,
- she guards her village with the help of the river to ward off the Japanese.

11 Objective : To be able to interpret, infer the incidents in the stories.

Marking : 1 mark for one value point

1 mark for expression

- Value Points :**
- (1) • Gandhiji became angry and exasperated ½ mark
 • he repented for his act. ½ mark
- (2) to repay their debt to society,
- (3) he didn't succumb to temptation
- (4) though he desperately wanted to confess to Pulak he didn't because he thought of his fans and admirers.