

**INDIAN SCHOOL MUSCAT  
SECOND PRE BOARD EXAMINATION**

**SET A**

**CLASS XII  
Marking Scheme – SUBJECT - ENGLISH**

1.1	<p>i) (d) both a and b</p> <p>ii) c) often get critical for what was said</p> <p>iii) (a) to resolve a conflict</p> <p>iv) b) to create a sense of equality</p> <p>v) a) humour comes from association with one's inner child</p>	(1x5=5)
1.2	<p>i) The challenge for everyone is to become more aware of how to add humour, and when to avoid it. Too much humour, like too much spice often annoys others.</p> <p>ii) To ensure that our humour is welcomed by others, we need to combine our humour with speaking clearly and listening effectively.</p> <p>iii) Successful individuals often use self-deprecating humour to <b>humble themselves</b>, without putting themselves down. These individuals understand that <b>every person has strengths and weakness</b> and that self-deprecating humour invites <b>others to feel more confident and equal</b>. (Any one point)</p> <p>iv) If one can't think of a humorous comment that will be helpful, the writer suggests 'clarifying their point'.</p> <p>v) The writer believes that taking a risk and <b>doing things differently is the key to creating humour</b>. In each situation a small <b>change from the everyday stirred others to smile</b>, and expect positive conversations in the future. (Any one point)</p>	(1x5=5)
1.3	<p>i) hinder</p> <p>ii) perspective</p>	(1x2=2)
2.1	<p><b>Note-Making:</b> Title – ½ mark, Content (minimum 3 headings and sub-headings, with proper indentation and notes) – 3 marks, Abbreviations /Symbols (with/without key)–any four- ½ mark</p>	(4)
2.2	<p><b>Summary:</b> The summary should include all the important points given in the notes. Content – 2 marks, Expression – 2 marks</p>	(4)

3.	<b>Poster / Classified Ad</b> Format: - (Name of the issuing authority / designation) – 1 mark. Content :- (organized by whom, event, time, date, venue, purpose, contact details, any other relevant details)- 2 marks Expression:- (Coherence and relevance of ideas, grammatical and spelling accuracy) –1 mark	(4)
4.	<b>Letter- Enquiry/ Complaint</b> Format:- (Sender's address, Date, Receiver's name and address, Salutation (Dear Sir), Topic line, Body in paragraphs, Complementary close -Yours faithfully, Signature and Name) – 1 mark Content :- ( Introduction, Body of the letter, give suggestions, Conclusion) – 3 marks Expression:- (Coherence and relevance of ideas, grammatical and spelling accuracy) – 2 marks.	(6)
5.	<b>Speech/ Debate :</b> Format:- (opening address and conclusion) - 1 mark Content:- (as per the nature of the topic) - 4 marks Expression:- Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½]	(10)
6.	<b>Report/ Article :</b> Format:- Heading and Writer's Name – 1 mark Content :- (relevant points as per the topic) – 4 marks Expression : - Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½]	(10)
7.	a) Here beautiful and pleasant things have been referred to as flowery bands that bind us to the earth and keeps us grounded. b) Human beings possess qualities of malice, hatred and disappointment. There is a shortage of noble qualities and men continue to be evil and follow unhealthy ways. c) In spite of all the negative qualities and evils mentioned by the poet, a thing of beauty can infuse us with positivity and joy. d) (i) spite (ii) despondence	(4)
8.	a) William Douglas, a young boy of ten or eleven years, is the speaker here. b) The fear of water had gripped him. c) The terror for water left a deep impact on his mind. Since then, he always avoided going near the pool. d) He talked about the local YMCA pool.	(4)

9.	<p style="text-align: center;"><u><b>Any five</b></u></p> <p>a) The poet does not advocate ‘total inactivity because he has a firm belief in life. He wants everyone to live a complete life full of peace and contentment. He wants everyone to take a break from the hectic schedule and introspect for a while to improve the quality of life.</p> <p>b) At the end of his ‘Last Lesson’, M Hamel stood up to say farewell to his students and the people of the town but overwhelming emotion choked his voice. He then wrote ‘<i>Vive La France!</i>’ as large as he could on the blackboard; and dismissed the class with a gesture of his hand.</p> <p>c) It was Edla Willmansson, ironmaster’s daughter, who was a keener observer than him. The ironmaster had mistaken the tramp for his old regimental comrade, but Edla had her doubts from the beginning. She could see the fear in his eyes. She concluded that either he had stolen something or had escaped from jail.</p> <p>d) Umberto Eco is famous for his books on semiotics and popular for his novel. Besides, he deals with literary interpretation, medieval aesthetics, literary fiction, academic texts, essays, children’s books, newspaper articles, etc. This quality of being at the same time able to handle such a wide range of subjects as a writer enabled him to acquire the equivalent of intellectual superstardom.</p> <p>e) When Charley observed the dim gas lamps, brass spittoons, old styled costumes of men and women, moustaches and beards generally worn by men, string-watches and so on, Charley began to doubt that he had become part of the old world yet he still didn’t know which year it was. Charley got it resolved only at the sight of The World, the newspaper that bore the date of 1894 with a piece of news of President Cleveland.</p> <p>f) The Governor described Evans to the Secretary of Examination Board as a pleasant sort of person who was good at imitating people. He also mentioned that he was a congenital kleptomaniac and had no record of violence.</p> <p>g) The eminent lawyers from the nearby areas came to help Gandhiji. They decided to go back in case Gandhiji was arrested. At this Gandhiji made them realise their duty towards the peasants. They realised that it would be shameful for them to leave these peasants at a time when a stranger was ready even to go to jail for them. So they all approached Gandhiji and said that they would accompany him to jail. At this point, Gandhiji said, “The battle of Champaran is won.”</p>	(2x5=10)
10 a.	<p>Saheb is a rag picker whose parents have left behind the life of poverty in Dhaka to earn a living in Delhi. His family like many other families of rag pickers lives in Seemapuri. They do not have other identification other than a ration card. The children do not go to school and they are excited at the prospect of finding a coin or even a ten rupee note for rummaging in the garbage. It is the only way of earning.</p> <p>The writer is pained to see Saheb, a rag picker whose name means the ruler of earth, lose the spark of childhood and roams barefooted with his friends. From morning to noon the author encounters him in a tea stall and is paid Rs. 800 He sadly realizes that he is no longer his own master and this loss of identity weighs heavily on his tender shoulders.</p> <p>The author then tells about another victim, Mukesh who wants to be a motor mechanic. He has always worked in the glass making industry. They are exposed to various health hazards like losing their eyesight as they work in abysmal conditions, in dark and dingy cells. Mukesh’s father is blind as were his father and grandfather before him. So burdened are the bangle makers of Firozabad that they have lost their ability to dream unlike Mukesh who dreams of driving a car.</p> <p style="text-align: center;">OR</p>	(6)

