



# B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS  
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL

TERM 1 (2025-26)  
ENGLISH (Marking Scheme)

Class: XII  
Date: 08.09.25  
Admission no:

Time: 3hrs.  
Max Marks: 80  
Roll no:

## SECTION A: READING SKILLS

(22 marks)

### 1. Read the passage given below.

- I. D
- II. C
- III. Collections are crucial for economic development, educational research, and recreation.
- IV. To stop acid-based paper use and ensure archival quality printing.
- V. B. Arrested
- VI. Mass deacidification; Transfer to another medium.
- VII. Due to high demand and need for economical production.
- VIII. No, impractical today; archival quality paper is better.
- IX. A. Informed concern

### 2. Read the passage given below:

- I. True
- II. Governments and administrative bodies
- III. A
- IV. The composition of online tourism-related information available to travelers
- V. D
- VI. Online travel agencies
- VII. Shared knowledge on the Web via social media (collective intelligence)
- VIII. Search engines, booking sites, and destination marketing websites

## Section B

### CREATIVE WRITING SKILLS

(18 marks)

3. Format : 1                      Content: 2                      Accuracy of Spelling and Grammar: 1

Box, name of issuing authority- organisation/ agency (top centre), NOTICE (centre), date of issue (aligned left)

Authorisation name, designation & signature (bottom left)

NOTE-full credit if all aspects included. Partial credit ( $\frac{1}{2}$  mark) if one-two aspects are missing.  
No credit if more than two aspects are missing.

4. Format – 1                      Content -2                      Accuracy of spelling and grammar -1

A-(Letter type formal / third person)

B-(Letter type formal, first/ third person)

### **5. A. Letter to the Editor**

Format: 1

(Note -use of 'Yours truly' at close)

Organisation of Ideas: 1

Content: 2 As per cues + ideas

Accuracy of Spelling and Grammar :1

### **B. Job Application**

Format: 1

Organisation of Ideas: 1

Content: 2

→ Covering Letter

- Reference to the advertisement
- Conveying suitability for the position (as advertised)
- Submission of application

→ Bio data as separate enclosure

- Profile of self
- Educational Qualifications (include advertised requirements)
- Work experience/s (if relevant)
- References
- Any other relevant information

Accuracy of Spelling and Grammar :1

6. Format: 1 Organisation of Ideas: 1 Content: 2 Accuracy of Spelling and Grammar:1

### **A. Report Writing**

Format

- Headline & By line
- Reporting place and date

Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts) Organisation & Content

## **B. Article Writing**

Format • Title & By line

Organisation & Content.

### **SECTION C-LITERATURE**

**(40 marks)**

**7. Read the following extracts and solve ANY ONE of the given two, (A) or (B)**

**I. B. Miseries of life**

**II.** Our spirits are dark because of the miseries, struggles, and negativity of life that overwhelm us.

**III. C. Life full of Beauty and Hope**

**IV. Beauty**

**V.** The message is that beauty in nature provides comfort, peace, and relief from human suffering by lifting our spirits and inspiring hope.

**VI. Healing**

**OR**

**B.**

**I. D. Both (b) and (c)**

(The thought that her mother may die anytime due to old age, and she may not meet her again.)

**II. D. Both (b) and (c)**

(Time never stops for anyone, and the sprinting trees contrast the stillness/age of the mother.

**III. B. Youth-full of life and energy**

(It highlights the contrast between vibrant youth and the fading vitality of old age.)

**IV.** sprinting : running :: coming : **arriving**

**V. D. See you soon, Amma**

**VI.** The central theme of the poem is the inevitability of ageing and mortality. Kamala Das portrays the pain of realizing her mother's approaching death while contrasting it with the vitality of youth outside. The poem emphasizes love, fear of separation, and the universal truth that life and death coexist.

**8 A. Read the following extracts and solve ANY ONE of the given two, (A) or (B). (1x4=4)**

**I.** The passage suggests that visiting Antarctica offers insight into geological processes and Earth's history by **observing its unique landforms, ancient rock formations, and the impact of continental drift, which together reveal how the planet has evolved over millions of years.**

**II.** The author emphasizes that geological knowledge helps us trace the Earth's evolution—from continental drift to the rise of mountain ranges—and understand processes like climate shifts, ozone depletion, and extinction. This awareness allows us to anticipate how similar changes might shape the Earth's future, especially in the context of global warming and environmental sustainability.

**III. A. Feels overwhelmed by the vastness of geological time scales.**

IV. By studying geological processes such as continental drift, glaciation, and ocean current formation, scientists can better understand long-term climate patterns and their impact on polar ecosystems. This knowledge is crucial in predicting the effects of global warming, melting ice caps, and rising sea levels. It also helps in devising strategies to mitigate environmental damage, conserve biodiversity, and ensure the survival of fragile ecosystems like Antarctica.

OR

B.

I. B. King's son

II. C. Five annas

III. The Tiger King wished to give a special gift because it was his son's birthday, and he wanted to present him with something special and memorable.

IV. Since the Tiger King had a lifelong obsession with tigers and had killed many of them, he thought that a wooden toy tiger would be the most suitable and symbolic gift for his son. It reflected his own passion and was linked with his identity as "The Tiger King."

9 A. Read the following extracts and solve ANY ONE of the given two, (A) or (B) (1x6=6)

I. 'They' refers to the elders and generations of families in Firozabad who are engaged in the traditional profession of bangle making.

II. The writer states that the boys accept bangle making as naturally as his father to state that **they are conditioned to accept this hereditary occupation as their destiny, without questioning it.**

III. Daring is not a part of their growing up because from childhood they are burdened with poverty, tradition, and social conditioning. They are taught to obey and continue the family occupation rather than dream or challenge the system.

IV. B. the job of bangle making

V. D. Both (a) and (c) (They are figures of authority and they are suppressive.)

VI. The textual clue is: **"But the garage is a long way from his home."**

This shows that to achieve his dream of becoming a motor mechanic, Mukesh will have to overcome physical, financial, and social challenges, which will need strong determination and sincerity.

OR

B.

I. A. That he was coming out

II. begin : start :: stop : cease

III. B. His energy levels had exhausted

IV. B. His legs felt limp

V. The narrator had given up struggling against drowning. As he lost consciousness, fear and panic vanished. He felt a strange calmness and peace, almost like surrendering to death.

VI. Douglas felt quiet and peaceful because **he stopped struggling, became unconscious, and no longer felt fear or pain while drowning.**

**10. Answer any five of the following six questions in 40-50 words each.**

**I.** 'The God that Failed' refers to Communism. Many intellectuals, including writers, who had once been firm believers in Communist ideology, later grew disillusioned with its oppressive practices and abandoned it. The title signifies the collapse of faith in Communism as a guiding principle.

**II.** When Franz entered the class, he was surprised to see an unusual quietness and seriousness. He wondered why the school was so still, why the villagers were sitting at the back, and why M. Hamel was dressed in his formal attire as though it were a special day.

**III.** The crofter was delighted to have company and trusted the peddler by showing him his thirty kronor. However, the peddler betrayed this trust and stole the money. This dishonest act must have left the crofter disappointed and hurt, as his generosity and kindness were taken advantage of.

**IV.** The poet's references suggest harmony with nature and self-reflection. If fishermen refrain from harming whales, and salt-gatherers pause to notice their injuries, it signifies a halt to exploitation and violence. Instead, it promotes awareness, compassion, and an acknowledgment of human suffering and the damage inflicted on nature.

**V.** The author states that ever since its invention, the interview has been regarded as an unwelcome intrusion into people's lives. Many celebrities and writers have considered it a form of "assault" on their privacy, though others acknowledge it as a useful and powerful tool of communication.

**VI.** The narrator plays a vital role in presenting the real-life stories of children like Saheb and Mukesh. Anees Jung's narration adds a personal, emotional, and empathetic dimension, which a plain narrative would lack. Through her perspective, readers connect deeply with the harsh realities of poverty and child labour.

**11. Answer any two of the following three questions in 40-50 words each. (2x2=4)**

**I.** Galesburg of 1894 is described as a peaceful and idyllic town. It had big houses, huge lawns, and quiet streets. People lived a simple, contented life without haste. There was a strong sense of community and security, unlike the stress-ridden modern world.

**II.** The 'Students on Ice Programme' offers students a unique opportunity to visit Antarctica, the last wilderness on Earth. It helps them understand climate change, ecological balance, and the importance of sustainability. Experiencing Antarctica first-hand fosters environmental consciousness and responsibility among young learners.

**III.** The narrator values her long hair as a symbol of her cultural identity and pride. She resists bravely but is overpowered and forced to cut it short. This humiliation signifies the erasure of her traditions and the imposition of Western culture on Native American children.

**12. Answer any one of the following two questions, in about 120-150 words.**

**A.** Both *Indigo* and *The Roadside Stand* deal with the suffering and exploitation of marginalized people. In *Indigo*, Gandhi fights for the poor sharecroppers of Champaran, who were forced by British landlords to grow indigo under unfair conditions. Their poverty, ignorance, and helplessness were exploited by the colonial system. Similarly, in *The Roadside Stand*, Frost

depicts the misery of poor villagers, whose simple desire to earn a living is crushed by the indifference of city dwellers and false promises of progress. Both works reveal how poverty and exploitation reduce people to voiceless sufferers. The similarity lies in their shared theme—those in power exploit the weak for their benefit. Yet, they also hint at hope: Gandhi's fight in *Indigo* brings justice, and Frost's poem appeals for compassion. Together, they highlight the need for justice and human sensitivity toward the oppressed.

**B.** *The Last Lesson* by Alphonse Daudet teaches us the importance of valuing opportunities before they are lost. Franz, who often neglected French lessons, realizes the true worth of learning only when it is too late—on the day of the final class. His regret shows how procrastination and carelessness lead to missed chances. Similarly, in life, many of us delay tasks or take opportunities for granted, only to realize their importance when time has passed. The story conveys that language is not only a means of communication but also an identity of culture and heritage. Losing it means losing one's roots. The lesson we learn is to respect what we have, value education, and not postpone learning or responsibilities. Timely action and dedication can prevent lifelong regrets, just as Franz wished he had learned French earlier.

**13. Answer any one of the following two questions, in about 120-150 words**

**A.** In *The Enemy* by Pearl S. Buck, Dr. Sadao's character arc is central because he directly faces the moral dilemma of saving an enemy soldier's life during wartime. As a doctor, his professional ethics compel him to treat the wounded man, but as a Japanese citizen, his patriotism demands loyalty to his nation. This inner conflict makes him the pivot of the story. Hana, though compassionate, only supports Sadao in his decisions and does not confront the same depth of moral crisis. Sadao's journey—from fear and hesitation to ultimately ensuring the prisoner's safe escape—highlights the triumph of humanitarian values over rigid nationalism. His choices drive the narrative forward, while Hana remains a secondary figure in the conflict. Thus, Sadao's moral struggle is more central, making his character arc the heart of the story's message.

**B.** Kalki's *The Tiger King* uses satire, humour, and dramatic irony as narrative techniques to enhance its impact. The story, narrated in a conversational tone, mocks the arrogance of rulers and the blind belief in fate. The exaggerated accounts of the king's obsession with killing tigers create humour, while irony lies in the fact that his death comes not from a real tiger but from a sliver of wood in a toy tiger. The narrator also frequently interrupts the flow with witty comments, engaging readers and making them reflect on the futility of power and pride. By blending comedy with a moral lesson, the narrative style ensures the story is both entertaining and thought-provoking. This technique keeps the reader hooked while underlining the inevitability of destiny and the triviality of human arrogance.