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HBSE MODEL PAPER 2024

Practice Papers

MODEL PAPERS

Marking Scheme

ANSWER KEY

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Marking Scheme

ENGLISH ELECTIVE

(SUBJECT CODE – 520) CLASS-XII SESSION 2023-24

General Instructions: -

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2. "Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its' leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under IPC."
3. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to.
4. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
5. Evaluators will mark (√) wherever answer is correct. For wrong answer 'X" be marked. Evaluators should not put (√) kind of mark while evaluating a wrong answer which gives an impression that answer is correct and no marks are awarded.
6. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left-hand margin and encircled. This may be followed strictly.
7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
10. A full scale of marks (0-40 marks) as given in Question Paper has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
12. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-

- Leaving answer or part thereof unassessed in an answer book.
- Giving more marks for an answer than assigned to it.
- Wrong totalling of marks awarded on a reply.

Wrong transfer of marks from the inside pages of the answer book to the title page.
• Wrong question wise totalling on the title page.
• Wrong totalling of marks of the two columns on the title page.
•
Wrong grand total.
Marks in words and figures not tallying.
Wrong transfer of marks from the answer book to online award list.
Answers marked as correct, but marks not awarded. (Ensure that the right tick mark (√) is correctly and clearly indicated. It should not merely be a line. Same is with the (X) for incorrect answer.)
Half or a part of answer marked correct and the rest as wrong, but no marks awarded.

13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks. 'Zero' should be mentioned both in figures and words.

14. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charge

15. Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.

16. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.

17. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.

SECTION- A
READING SKILL

OBJECTIVE- testing comprehension of unseen passage comprehension passage

Q-1 Comprehension Passage **6 Marks**

Note: No mark(s) should be deducted for mistakes in usage and grammar, spelling or words 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. 1885 - 1913 BCE
II. Nehemiah Grew
III. all fingerprints are different
IV. both 3 and 4
V. pressed their fingerprints into the clay
VI. Marcello Malpighi
VII. fingerprints were unique to each person
VIII. Charles Darwin

OBJECTIVE- testing comprehension of unseen passage comprehension passage

Q-2 Comprehension Passage **6 Marks**

Note: No mark(s) should be deducted for mistakes in usage and grammar, spelling or words 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. woman power
II. of the weakness and mobility of the English language
III. First five years
IV. the larger a family is, the healthier it will be since it has more member to work and earn money
V. large families
VI. the gross national product, disposable income of the individual
VII. the need of women empowerment or improving women condition
VIII. nutritional

SECTION- B
WRITING SKILLS AND GRAMMAR

A- Application for job 6 Marks

Q-3 A OBJECTIVE- to use an appropriate style to write an application for

jobto plan, organize and present ideas coherently

Format

1. sender name
2. date
3. receiver address
4. subject
5. solution
6. body of the letter
7. Closing
8. sender signature name

1 Mark

Content 3 Marks
Expression 2 Marks

Grammatical accuracy, appropriate words and correct spelling coherence and the relevance of ideas and style

Suggested value points

- reference of advertisement
- Mention the job required
- Bio data, profile
- educational qualification
- professional qualification
- strength and weakness
- any other relevant point/points

Q-3 B **Paragraph Writing** 6 Marks
word limit 100-120 words

- title 1 Mark
- content and logical development of thoughts/ ideas 3 Marks
- expression in style 2 Marks

Topic The Benefits of Physical and Yogic Exercise will lead the Nation to Progress and Prosperity

Suggested value points

- healthy citizens /healthy workforce leads to increase in productivity and efficiency
- healthy citizens are active contributors to nation's development and prosperity
- removing lifestyle disorders/diseases, stress and anxiety
- economical way of achieving good physical / mental health
- higher happiness quotient
- Less depend on medicines
- any other relevant point/ points

Q-3 C **Report Writing** 6 Marks

OBJECTIVE- To use a style appropriate to the given situation
To plan, organize and present ideas coherently

FORMAT

1. Title / heading, writer's name 1 Mark
2. Content 3 Marks
3. Expression 2 Marks

Suggested value points

- detail of the event who, what, when, where, why and how
- Details of invites. chief guest other eminent personalities
- Events of cleanliness drive
- response of participates
- closing of programme
- any other relevant point/ points/ details

Q-4 OBJECTIVE- Application of grammatical skills 6 Marks

To test the ability of grammar topics

a) As soon as he saw a tiger, he ran away
b) whether I wanted some more ice-creams
c) Making a cup of tea is not a difficult task
d) would
e) That does not need to happen/ Does that need to happen?
f) He was known to me .

Q-5 OBJECTIVE- to test comprehension, interpretation, appreciation, expression 5 Marks

a) measureless to man
b) sunless
c) bright, sinuous
d) sunny spits of greenery
e) incense

II)

a) noon shadows
b) The first lovers still care and love each other despite waning of the physical attraction
c) darkness-comes in lives of lovers due to the death of their love
d) The poet and his beloved will not remain true to each other. Both lovers will become oblivious to each other
e) John Donne

Q-6 OBJECTIVE- To test comprehension interpretation, appreciation, expression 5 Marks

a) Dr Margolin
b) Grey hair
c) Careful about his public image. He took great pride in appearance
d) disguise
e) A Wedding in Brownsville

II)

a) Frau Freida
b) Her body was crushed. The massive blow of the wave hurt her badly.
c) Snake ring proved or identified the identity of Frau Freida or Snake ring helped the narrator to recognize the woman as Frau Freida
d) They thought that the car was empty
e) ripped apart

Q-7 OBJECTIVE- To test students ability to comprehend prose local and global 2X5=10

1. Content 3 Marks
2. Expression 2 Marks

a) Similar to that between master and servant, father domestic tyrant, takes Eveline's money and threat her with physical violence. 20th Century woman occupied low position in society Eveline was in state of slave like life patriarchy and catholic church dominated. Any other relevant point/points
b) Tao Ying gets a ticket for Xiao Ye, even thought he does not require one, old woman scales were in accurate, self esteem and standards of beauty often matter more than simple rules. Any other relevant point/points
c) Virtues pity, peace, mercy, love get distorted human brain if they are broken and manipulated Human divided these virtues bred on religion, creed, caste and colour in absence of these virtues evil powers come to act and arise at a great height in human mind. Any other relevant point/points

Q-8 OBJECTIVE- To test students ability to comprehend prose local and global 2X4=8

1. Content 1 Mark
2. Expression 1 Mark

a) Symbol of beauty, energy, permanence remind the poet the pains of getting old and inimitability of death
b) Sen wants to stress that each individual acts to his perception looks at the same things differently

Example of arguments of Lord Krishna and Arjuna

c) Poet feels pain and miseries of her grandmother. Promised to save 300 year old royal ancestral house

d) Eating, drinking, sleeping, washing, dressing and undressing. These may be termed man's slavery to nature

e) Manifestations of real human beings on paper. Displays personality traits of characters. Not build flat characters Goodness and flaw of a characters interpreted by the reader

Q-9 OBJECTIVE- Appreciation of character, event, episodes themes etc 1X5=5

1. Content 3 Marks
2. Expression 2 Marks

Suggested Value Points

- Told her that Ananda, the Buddhist monk is a holy man
- advised her to keep away from him an she belongs to a lower caste Chandals
- Prakriti was adamant and not paid heed to her advice
- forced her to help her posses him
- requested her to cast a spell on him
- mother yielded aand agreed to do her bidding
- any other relevant point/ points

B

- play deals with them like human nature, inequality self realization
- Prakriti is a Chandal (belong to lower cast) and faces discrimination. Considered to be untouchable and unclean
- Her life changed when Buddhist monk asks water from her
- Monk advocates equal rights. She questions and raises voice against social system
- Had she accepted her lot as an untouchable, her life would have passed as an untouchable
- Acceptance of fate is easy but questioning the inbalance of the human society create tumultuous
- any other relevant point/ points

Q-10 OBJECTIVE-Seeking comments, interpretation, appreciation of episodes, characters, events etc. 1X5=5

1. Content 3 Marks
2. Expression 2 Marks

A Suggested Value Points

- Fault finding nature of people
- A priest condemns Manjula saying she in disloyal to the Kannada language
- Some condemns Manjula saying that she has greed for wealth
- Prying in other private or individual affairs

- Ambiguity and ambivalence Announcer and Manjula both declare that Teleflim on Kannada translated version of her novel is being displayed shortly but it is not done. Reflects difference between her statement before screen and says to her image

- any other relevant point/ points

B

- citizens of multilingual country require common communication
- link language
- controversy regarding Hindi as the link language
- North India advocate Hindi the link language
- English conforms only to the Elitist and minor fragment
- English being a wide spread and diasporic language
- Any other relevant point/points

Q-11 OBJECTIVE-To test student ability to comprehend prose local and global 2X4=8

1. Content 1 Mark
2. Expression 1 Mark

a) represent people with mean spirit
Union of Ganga and Jamuna is the union of the dark and the white, union spirit and nature, of Ananda and Prakriti

b) deals with psychological issues, rivalry between siblings and language chauvinism

c) Ananda and Prakriti saved from sin by the grace of lord Buddha
Title refers to marginality because Chandalika means an untouchable belongs to down trodden, low and deprived caste

d) surprised to see her beautiful painting and asked her to show them to her father too

e) Ananda, Buddhist monk asked Prakriti, a Chandal girl to give him water
She was also a human being like him
Capable of love and service
It transformed her and rebirth for her

f) really genuine love for her sister
but she shows signs of sibling rivalry because her sister got more attention than her. Jealous of friendship between Pramod and Malini

Q-12 OBJECTIVE-To test student's ability to understand literary devices/ figures of speech in literature 1X4=4

a) ask for me tomorrow, you shall find me a grave man
b) compares two unlike things using the words "like " or "as" cold as ice
c) oxymoron
d) Repetition