

Sample Question Paper - 01

Part I **English**

Class XII



**Government of Kerala
General Education Department**

2006

State Council of Educational Research & Training (SCERT)

Vidyabhavan, Poojappura, Thriuvananthapuram-12, Kerala

Development of Question papers for Higher Secondary Classes

General Guidelines

1. Question paper may be prepared in accordance with the design and blue print so as to ensure fair distribution of Curriculum Objectives/ content areas and types of questions.
2. Question should be based on the Curriculum Objectives.
3. Curriculum Objectives can be clubbed or can be split into shorter chunks, whenever necessary, for framing questions.
4. Questions for assessing higher order mental processes should be framed, focusing on the ability to apply, analyse, evaluate and think creatively.
5. Different types of questions - objective type, short answer type, essay type etc., shall be included in the question paper.
6. There need not be separate sections in the question paper for different types of questions.
7. Questions that test mere recalling and rote learning shall be avoided.
8. A fair distribution of open-ended questions shall be included to promote divergent and creative thinking.
9. Question texts and the directions given shall be simple, clear and comprehensive.
10. Objective type questions should aim at testing higher order mental processes.
11. There shall not be a rigid pattern regarding the type of questions, number of questions and order of questions.
12. Questions shall be life-related
13. Questions shall be in accordance with the learning activities.
14. Care shall be taken to avoid gender bias, communal sentiments etc. in the questions framed.
15. Adequate hints for answering the questions shall be given, wherever necessary.
16. Choice of questions may be given only upto a maximum of 20% of the total score. While giving the choice, due attention shall be given to select the same content area/ curriculum objective, scores, mental processes involved etc.
17. The duration of the examination will be 2 hrs for subjects having 60 scores and $2\frac{1}{2}$ hrs for those having 80 scores, in addition to the *cool off time* for 15 mts.
18. Scores for objective type questions shall not exceed 20% of the total score.
19. Maximum score for a question shall not exceed 10% of the total score. However in Botany and Zoology a maximum of 5 score can be given to a question. Fractions may be avoided.

20. All questions should have an entry level, so that all learners who have undergone the learning process can get the minimum score. However, the possibility of applying higher order mental process, considering the different levels of the learners shall be taken into account.
21. Score should be noted in the question paper against each question and word limit may be specified wherever necessary.
22. Score shall be given to a question in accordance with the mental processes involved in answering it.
23. The possibility of using a single question text as the question text for other questions can be explored.
24. While setting a question paper, the time allocation shall be in accordance with the time for reading the questions and thinking, planning and writing time of the answer.

Guidelines for developing scoring key

1. Scoring indicators should reflect the mental processes involved in answering that question.
2. Concepts to be evaluated should be clear and specific.
3. Scoring key for open-ended questions shall give due consideration to a fairly wide range of possible responses. It may include sequencing of ideas, relevance, originality, creativity, level of thinking, presentation etc.
4. The scoring key should indicate the split up scores for the essential lower order mental processes and the higher order mental processes involved in the answer.
5. Reasonable split up may be given for the scores.
6. While evaluating the ability to express the knowledge constructed by the learner, limitations in language shall be ignored.

Guidelines for setting Question Papers

English (Part -I) Class XII

1. There shall not be any fixed pattern regarding the number, type and the order of questions in the question paper.
2. Treatment of language should be at discourse level.
3. Unfamiliar passages/ profiles/ anecdotes/ stories etc. can be followed by questions to test.
 - different levels of comprehension
 - vocabulary items and writing responses
 - various forms of discourses like reports/ diary/ dialogues/ interview/ notice/ slogans/ placards/ poster etc.
4. Poems from the Coursebook or unfamiliar poems which are similar to the theme and message the poems in the Coursebook/ Practice Book can be used as question text. These can be followed by questions to test:
 - different levels of comprehension
 - appreciation of the poems/ write-ups comparing the poems etc.
5. Passages from stories/ one-act plays/ expository pieces of writing etc., in the Coursebook can be used in the question paper for testing:
 - different levels of comprehension
 - various forms of discourses like dialogues/ reports/ scripts/ screen play/ interview/ profile/ editorial/ letters etc.
6. Labelling of grammatical items shall be avoided. Approach to the questions in grammar shall be at functional level. If necessary language forms and examples can be given along with the questions.
7. There can be questions to test the ability of the learner to interpret tables, charts, graphs etc., and to prepare write-ups based on them.
8. Questions should be based on the Curriculum Objectives, the Coursebook and the Practice Book.'
9. Hints to the bare minimum, verbal or visual inputs etc., shall be given wherever necessary.
10. There can be questions to test the ability of the learner to edit syntactic and morphological errors.

Curriculum Objectives

The Curriculum Objectives identified for Class XII English (Part I) for terminal evaluation

The learner

- 1 reads various narratives like short stories, adventure stories, biographies etc., and identifies and appreciates their social, linguistic and narrative aspects.
- 2 reads short stories, identifies their themes, point of view, plot, characterisation etc., and prepares reviews and critical notes.
- 3 transforms short stories into other forms of discourses.
- 4 translates literary texts into English and other languages without losing their beauty and readability.
- 5 reads poems and appreciates the message, images, thoughts and feelings conveyed.
- 6 prepares reviews and comparative study of poems.
- 7 transforms poems into other forms of discourses.
- 8 develops curiosity about the topics of current interest and expresses points of view through writing essays.
- 9 reads, comprehends and evaluates essays of various types and evaluates their theme and style.
- 10 groups and sequences ideas and exploits the potentials of cohesion and coherence.
- 11 discusses and writes short scripts/ skits based on stories, themes, incidents etc.
- 12 reads various forms of scripts like plays, documentary scripts, scripts for compering etc.
- 13 writes and presents various scripts for print and visual media.
- 14 reads and identifies the features of screen plays, news presentation and anchor based programmes.
- 15 prepares review of films.
- 16 reviews films, serials, documentaries etc., and develops visual media literacy.
- 17 reads plays, understands their themes and messages and prepares reviews.

- 18 learns spoken form of language, conversational style and various dramatic and theatrical styles.
- 19 reads letters and messages and identifies the features of their language and style.
- 20 writes letters and messages on various topics and issues.
- 21 reads editorials and identifies their points of view and linguistic features.
- 22 writes editorials on various issues/ topics.
- 23 reads biographies and autobiographies and acquaints himself with the experiences and contributions in the lives of great men.
- 24 reads advertisements, posters, notices and brochures and identifies the features of their language and style.
- 25 develops designs, ads., posters, notices and brochures.
- 26 writes diary entries expressing inner feelings and emotions.
- 27 acquaints himself with the types of questions to be asked in an interview and prepares questions for the interview.
- 28 interviews eminent personalities and records responses in proper format and transforms them into other forms of discourses.
- 29 reads, comprehends and compares the speeches of eminent persons.
- 30 writes short speeches and performs them before an audience.
- 31 conceives different perspectives of an issue and presents his own views in a logical and convincing way.
- 32 uses appropriate language forms for agreeing, disagreeing, suggesting etc.
- 33 develops communication skills by taking part in group discussions and presents his views in a logical and convincing way.
- 34 takes part in seminars, panel discussion and symposiums on various issues.
- 35 prepares seminar papers on various issues or topics and writes seminar reports.
- 36 interprets, tables, charts, graphs etc., draws conclusions and prepares reports, features and write-ups.

WEIGHTAGE TO TYPE OF QUESTIONS

No.	Type of questions	No. of Questions	Score	Percentage
1	Objective/ Very short answer	8	16	20%
2.	Short answer	5	23	29%
3.	Essay	5	33	41%
4.	Others	1	8	10%
	Total	19	80	100%

WEIGHTAGE TO CLUSTER CO/ CONTENT (UNIT)

Sample Question Paper - I

No.	Cluster of COs/ Content (Unit)	No. of Questions	Score	Percentage
Block I	Peaks of Excellence	5	10	13%
Block II	Heights of Glory	3	19	24%
Block III	Wings of Fancy	4	16	20%
Block IV	Frames of Culture	2	13	16%
Block V	Rhythm of Life	3	10	13%
Language Elements		2	12	14%
	Total	19	80	100%

BLUEPRINT
Sample Question - 01

Sl.No	Unit/ COs	Question type				Total score
		Objective	Short Ans.	Essay	Others	
1-5	29,30,32,33	✓ ✓ ✓ ✓ ✓				2 2 2 2 2 (10)
6-8	5,6,7		✓ ✓	✓		2 3 5 (10)
9	8,9,10,21,22			✓		7 (7)
10	33,34			✓		6 (6)
11-14	1,2,3,12,13,14	✓ ✓	✓	✓		1 1 6 7 (15)
15-16	23,24,25,28		✓ ✓			8 4 (12)
17.A OR 17.B	11,12,17,18 3,11			✓ ✓		8 8 (16)
18.A OR 18.B	36 19,20,24			✓ ✓		8 8 (16)
19.	10	✓				4 (4)

Sample Question Paper

PART 1 - ENGLISH

HSE XII

Score : 80

Time : 2½ hrs

General Instructions to candidates:

- There is a cool-off time of 15 minutes in addition to the writing time of 2½ hrs.
- Use the cool-off time to get familiar with questions and to plan your answers.
- You are not allowed to write your answers nor to discuss anything with others during the cool-off time.
- Read the questions carefully before you answer them
- Answer all other questions.

Questions 1 - 5

Read the following extract from APJ Abdul Kalam's speech and answer the questions that follow.

<p>You wouldn't chuck an empty coconut shell anywhere other than the garbage pail on the beaches in Australia and New Zealand. Why</p>	<p>don't you spit paan on the streets of Tokyo? Why don't you use examination jockeys or buy fake certificates in Boston?</p>
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1. Give two pieces of advice to your friend, not to do these things in India, too. Use expressions like 'You should n't.....' 'You ought/ ought not to.....', 'Why don't you....?'
One example is done for you.
'Why don't you throw coconut shells in the garbage pail?' (2)
2. You want to put up in public places two wall notices in order to try and prevent people from going on with the bad practices mentioned by Dr Abdul Kalam. Prepare those wall notices. (2)
3. If you find people throwing empty coconut shells anywhere and spitting paan here and there, what will you do? Write down in one or two sentences the action you'd take.
Use expressions like, 'I'd.....', 'Perhaps I'll.....', 'I think I'll.....'
Eg: *I'd advise them not to do so.* (2)
4. What do you think should be the punishment given to those who violate laws of acceptable social conduct? List them in one or two sentences. Use expressions like 'I think', 'In my view...', 'As far as I am concerned'. 'If you ask me....' (2)
5. How would you respond to the questions raised by Dr Abdul Kalam? What are your observations in this context? Write them down in one or two sentences.
Eg: *What Dr Abdul Kalam said is right and relevant to the present Indian situation.* (2)

Questions 6 - 8

Read the following poem *Homecoming* and answer the questions that follow:

I went back in the alley
And I opened up my door.

All her clothes was gone:
She wasn't home no more.

I pulled back the covers,
I made down the bed.
A whole lot of room
Was the only thing I had.

And a note on the stands
Written in her own hand
"Good bye, Mom. Don't seek
I don't need your love".

(*alley: road*)

6. How does the mother feel when her child left her. (2)
7. What do you think of the mother - child relationship portrayed in the poem? Write down your responses in 3 or 4 sentences (3)
8. Compare the message of this poem with that of 'Middle Age'. Prepare a brief write-up comparing the two poems. (5)
9. Imagine that the local self-government in your area has decided to cut down the trees in your school campus. You are the Chief Editor of your class magazine and you want to protest against the felling of the trees through your editorial.

Write down the editorial in not more than 120 words. In your editorial, highlight the issue, your views of the situation, facts and figures if any and your suggestions for resolving it.

(Hints: *The issue and its relevance — environmental problems created — lack of shade — shelter for animal life — your suggestions*) (7)

10. Imagine that you are participating in a panel discussion on the topic, 'How useful are the TV programmes. Watching Television doesn't promote independent thinking'. The first panellist made the following introductory speech.

"Friends, Television is one of the greatest gifts which technology has given us. We have assembled here to discuss how television is beneficial to us. Television is no longer an idiot box. It provides a variety of programmes like films, news, sports, entertainment etc. Some of the programmes have an educational value; others have an entertainment value. Let us examine to what extent these programmes are beneficial..."

You are the second panellist to talk on the topic. Prepare the points you would raise and write the speech you'd make in about 80 words.

(Hints: *certain educational programmes - informative and enlightening. News channels - open the window to the world... different channels...*) (6)

Questions 11 -13

Read the following anecdote.

"It was June 1932. A four-year-old girl, Sevechild Hansen, was playing in the yard in front of the

farmhouse. Suddenly a large eagle came down, caught hold of the child in its claws and flew up. Luckily the child's dress was held in its talons, so she was not hurt.

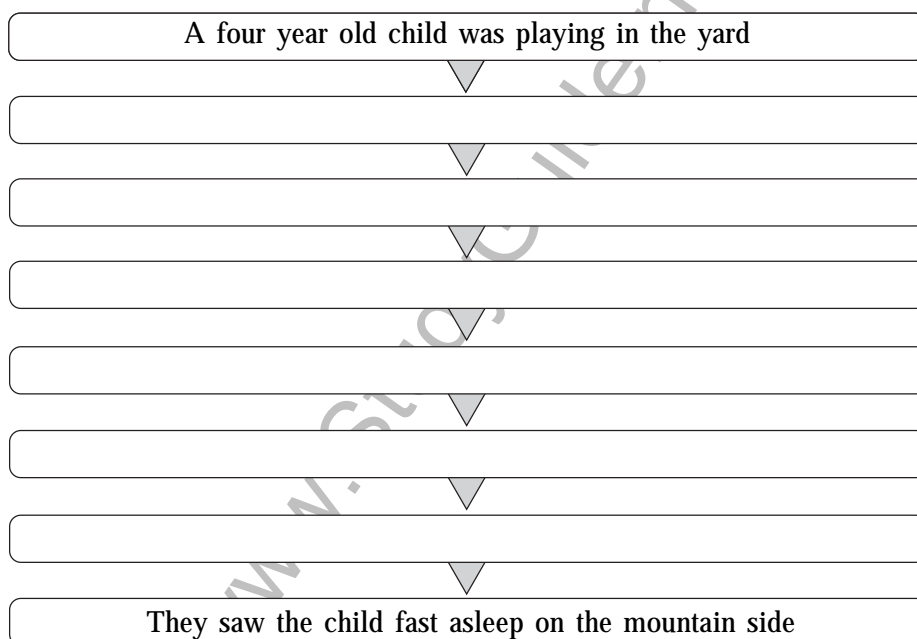
The big bird cruised up to its nest. Eagles build their nests in high rocks. This one's nest was on the side of a mountain. Unable to continue its flight, the bird put the child down on the flat rock, which was eight hundred feet up the side of the mountain. The bird's nest was just fifty feet away.

By the time Sevenhild's mother and father and a large party of men had set out to look for the child. They noticed the eagle flying round and round over the rock in the mountain. They thought that the child might be there and went quickly to the place, though they did not have much hope that they would find her alive.

However, when they finally reached her, little Sevenhild was fast asleep! She was not even hurt except for a few scratches.

Now answer the following questions

11. Pick out a word from the passage which means "to travel with pleasure". (1)
12. Suggest a suitable title to the passage. (1)
13. List down the sequence of events given in the narrative, in the flowchart provided below.



(6)

14. You want to make a documentary based on this incident. As you couldn't shoot the incident when it happened, you use actors and recreate the events. **Now, write a screenplay for the last scene where the parents meet the child safe and secure on the high mountains.**

(Hints: Shot 1 : Parents and the search party climbing up the rocks,

Shot 2 : They see the child.

Shot 3 : Mother's reaction

Shot 4 : Father and others in the search team - their reactions.

(Avoid technical details like camera angles and tips for editing. Focus on the movement of actors - dialogue - background- atmosphere etc.) (7)

Questions 15 - 16

Read the following profile of Baba Amte

Muralidhar Devidas Amte, better known as Baba Amte, was educated to be a lawyer. One day, when he was quite young, a fierce tiger attacked him in the forest. But he was not afraid and managed to escape. He was very proud of the courage he had shown until the day he saw a leper living in a ditch. He felt afraid to touch him and help him. It was then that he realised that he was not really a brave person. Amte took the leper home and tended him. This experience brought a dramatic change in his life. He now began to devote himself to the service of the poor and the sick.

Amte gave up legal practice in 1949. He took training in Calcutta in the treatment of leprosy. He then founded Anandwan, 'the forest of joy', a township near Nagpur, in 1950. There was now new hope for leprosy patients. From just a few patients in 1950 the number has gradually risen to over two thousand.

Anandwan tells the story of courage and faith. It began with a small piece of forest land, six patients and an investment of just fourteen rupees. Everyone lived in thatched shelters. But the patients were treated with great love and care. By and by wells were dug and the land cultivated. Today, with aid from different agencies and people in India and a broad Anandwan has many buildings, farms and a fully equipped hospital. For his remarkable work, Baba Amte has received numerous awards including the Padmasri in 1971 and the Damien-Dutten Award for Leprosy Aid in 1983.

15. You want to interview Baba Amte for a documentary. Prepare the questions for interviewing him and the possible responses to them. (At least 4 questions and their responses). **(8)**
16. Anandwan, calls for national and international aid for helping poor leprosy patients. Draft a notice inviting the aid. **(4)**
- 17A. Read the following extract from 'The King Who Limped'.

Courtier [kneeling on the window-seat] "There are crowds of people in the street, and it is pouring with rain. They don't seem to mind a bit. Now they are all waving their hands". [The sound of a trumpet is heard.] Ah! Here he comes. [Craning nearer to the window] Well, that's queer.

Later the king enters the court wearing a bowler hat and walks with a pronounced limp. Behind him comes a page carrying a dog on a cushion. Imagine that you are the reporter of the local daily. Prepare a news report on the arrival of the new king. **(8)**

OR

- 17B. Read the following extract from 'The Open Window'.

In the deepening twilight three figures were walking across the lawn towards the window. They all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: 'I said, Bertie, why do you bound?'

Framton grabbed wildly at his stick and hat: the hall-door, the gravel-drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.

'Here we are, my dear,' said the bearer of the white mackintosh, coming in through the window: 'fairly muddy, but most of it's dry. Who was that who bolted out as we came up?'

'A most extraordinary man, a Mr Nuttel,' said Mrs Sappleton, 'could only talk about his illness, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost.'

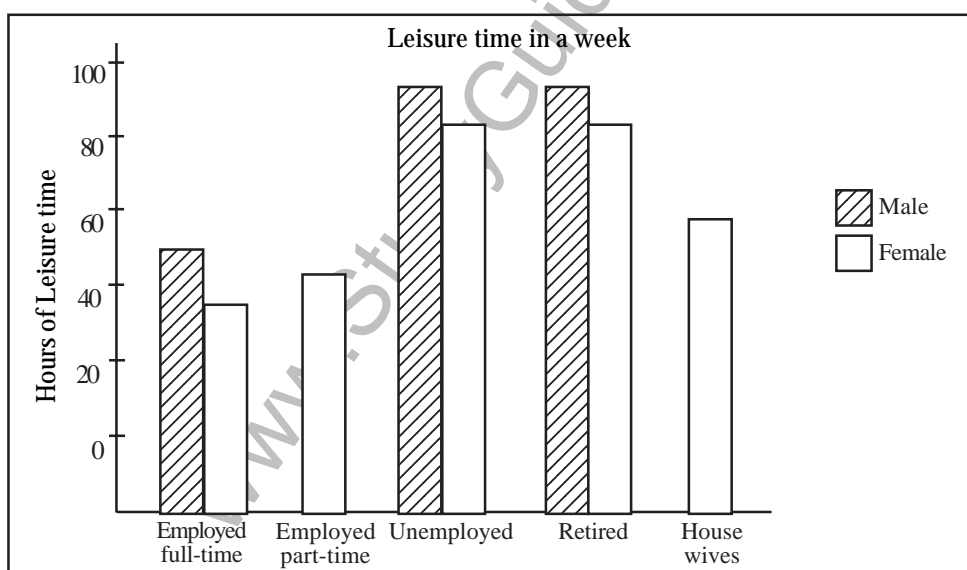
'I expect it was the spaniel,' said the niece calmly, 'he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve.'

Imagine that you are going to enact this part of the story before your class in the form of a short play. Transform the story into a script for the stage in about 120 words. (8)

(Hint: *give stage directions - hints on the movement and action of actors - setting - dialogue*).

18A. Study the following chart carefully.

It shows the amount of leisure time enjoyed by men and women of different employment status.



Write your conclusions based on your study of the chart in a paragraph on the amount of leisure time enjoyed by these classes of people. (40-50 words).

OR

18B. Imagine that you completed your plus two course and are looking for a job. You happened to see the following advertisement in the news paper. Read the advertisement and prepare

an application for the post of sales executive in the company. **Write your application, which should include your Curriculum - Vitae and a covering letter.**

WANTED

MARKETING EXECUTIVES

Premier Pharmaceuticals, is an ISO-9001 certified Drug Company with its headquarters at Chennai. The company is looking for marketing executives in all the districts of Kerala. Qualification: Plus two or above. Age 20-25. The right candidate has to be fluent in English and Malayalam, have excellent communication skills, possess a two-wheeler and willing to travel a lot. Attractive remuneration is offered. Send your Curriculum Vitae and letter of application to:

The Personnel Manager
PREMIER PHARMA
Chennai 600073
premier pharma@rediffmail.com

19. Read the following advertisement about a new magazine for teenagers.

TEEN WEEKLY

New magazine at teenagers all over the world.

Stories, Movie star biographies, sports gossip, competitions, problem page and lots more!

We looked for people who is interested in contributing to join our team of young writers.

If you think you can do it, to it, contact us today for more details.

TEEN WEEKLY, 192 Sarjang Sadak, Mumbai Vacancies
 @ teenweekly.co.in.

There are four errors in the passage. **Identify the errors and correct them.**

(4)

English Part 1

Std - XI

Score - 100

Time : 2½ hrs

Scoring Indicators

No.	Scoring Key	Score	Total score
1.	Any two appropriate short pieces of advice like You should n't throw coconut shells on beaches Why don't you spit paan in the washbasin? etc.	1+1	2
2.	Any two appropriate notices like Don't litter OR Keep the beach clean	1+1	2
3.	Any two appropriate answers like • Perhaps I'll advise them • I think I'll ask them to put the garbage in the garbage pail	1+1	2
4.	Any two appropriate answers like "I think such people should be fined" 'In my view such people should be punished'	1+1	2
5.	Any two appropriate responses like 'What an inspiring speech OR Kalam's speech is really inspiring!	1+1	2
6	• Sense of loss • loneliness and sorrow • depression (any two points appropriate to the context shall be given credit)	1+1	2
7.	• mother has deep love and affection for her child • the child doesn't return the love. • As a consequence mother feels lonely and sad. • The child doesn't have any consideration for the child's feeling (Any 3 points appropriate to the context shall be given credit)	1+1+1	3
8.	• Both express a similar theme • In 'Middle Age' - the mother loves the child but the child doesn't need her love any more as he comes of age • But in this poem the child leaves the mother openly rejecting her love. • In both the poems the mothers fondle the belongings of the child. (Marks shall be given on the comprehensiveness of the content, perspective and organisation).	3+2	5
9.	• Comprehensiveness of the content • Style and organisation • Clarity and objectivity • Expression of one's own opinion • Clarity of expression	2 1 1 2 1	7

Scoring Indicators

No.	Scoring Key	Score	Total score
10.	<ul style="list-style-type: none"> • Comprehensiveness of the content • Organisation and cohesion • Presentation and style • Appropriateness of language functions and forms • Communication 	2 1 1 1 1	6
11.	Cruise	1	1
12.	Any appropriate titles like 'A miraculous escape' etc. (No score shall be awarded for titles like <i>The Girl and the Eagle</i> etc.)	1	1
13.	<ul style="list-style-type: none"> • Suddenly an eagle came down and snatched her. • It carried her up to the mountains • It put the child down on the rock at the top of the mountain. • The child's parents were looking around for the child • They saw the eagle flying towards the mountain • They climbed the mountain (Appropriate points shall be given credit)		6
14.	<ul style="list-style-type: none"> • Comprehensiveness of the content • Appropriateness of directions regarding action, background, atmosphere • Dialogue • Visual sense/ imagination/ creativity 	2 2 1 2	7
15.	<ul style="list-style-type: none"> • Relevant questions and apt responses • Variety in questions • Appropriateness of responses making use of the points in the profile • Idea expressed and message conveyed. 	2 2 2 2	8
16.	<ul style="list-style-type: none"> • Format of a notice • Organisation of ideas • Message conveyed 	1 1 2	4
17.	(A) <ul style="list-style-type: none"> • Comprehensiveness of the content • Organisation using suitable cohesive devices • Appropriateness of the headline • Language suitable to the report • Message conveyed 	2 2 1 1 2	8
	(B) <ul style="list-style-type: none"> • Comprehensiveness of content • Appropriateness of stage directions etc. • Dialogue • Creativity • Dramatic elements 	2 1 2 1 2	—

Scoring Indicators

No.	Scoring Key	Score	Total score
18	(A) Ability to transfer ideas from one mode to another Ability to interpret Appropriateness of the language Organisation using suitable cohesive devices Comprehensiveness of the content	2 2 1 1 2	8
	(B) Comprehensiveness of the content Organisation Quality of the language Communication Systematic presentation of the personal, academic, career detail in appropriate format	2 1 1 2 2	
19.	for are looking for are us		4
	Total Score		80

Mental Processes involved in learning/ answering the questions

- 1 retrieves/ recollects/ retells information
- 2 readily makes connections to new information based on past experiences and formulates initial ideas/ concepts.
- 3 detects similarities and differences.
- 4 classifies/ categorises/ organises information appropriately.
- 5 translates/ transfers knowledge or understanding and applies them in new situations.
- 6 establishes cause-effect relationships.
- 7 makes connections/relates prior knowledge to new information/applies reasoning and draws inferences.
- 8 communicates knowledge/understanding through different media.
- 9 imagines/ fantasises/ designs/ predicts based on received information.
- 10 judges/appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

QUESTIONWISE ANALYSIS

Sample Question - 01

Question No.	Content	Mental Process	Type of Question	Score	Time (Minutes)
1.	Speech	1,2,5	Objectives	2	4mts
2.	Speech	1,3,5	Objective	2	4mts
3.	Speech	2,5,6,7	Objectives	2	4mts
4.	Speech	6,8,10	Objectives	2	4mts
5.	Speech	8,9,10	Objectives	2	4mts
6.	Poem	2,6	Short Answer	2	4mts
7.	Poem	4,8,10	Short Answer	3	4mts
8.	Poem	3,6,8	Essay	5	7mts
9.	Editorial	2,4,5,7,8	Essay	7	15mts
10.	Panel Discussion	2,4,7,8,10	Essay	6	15mts
11.	Story (anecdote)	1,2	Objectives	1	2mts
12.	Story (anecdote)	4	Objective	1	2mts
13.	Story (anecdote)	2,4,5	Short Answer	6	11mts
14.	Story (anecdote)	1,2,5,7,8	Essay	7	15mts
15.	Profile	4,5,7,8	Essay	8	15mts
16.	Profile	5,7,8	Short Answer	4	10mts
17.A	One-Act Play	2,4,7,8	Essay	8	10mts
17.B	Story	4,5,7,8,9	Essay	8	10mts
18.A	Chart/ Graphical representation	3,4,5,6,7,8	Essay	8	15mts
18.B	Letter/C.C	2,4,5,8	Essay		
19.	Advertisement	2,3,5,6	Objective	4	5