

Sample Question Paper

English Literature

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 2½ 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 Literature - 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 Literature for terminal evaluation

The learner

1. reads various narrative like short story, travelogue, adventure stories, biography etc. and comprehends, identifies and appreciates their social, linguistic and narrative aspects.
2. reads, discusses, reviews and appreciates the various narratives.
3. discusses and develops basic concepts of literary and social criticism and evaluates and reviews stories, poems etc. based on them.
4. reads short stories, discusses their themes and aesthetic aspects like points of view, narrative techniques, characterisation etc. and develops reviews and critical notes.
5. Collects similar short stories reads and identifies their features.
6. reads and appreciates various forms of stories, discuss the message, ideas and socio-cultural, linguistic, racial, gender aspects portrayed in them.
7. discerns the style of language suitable for various literary forms, imitates, writes review and presents them before the class.
8. discusses and develops screen plays, parallel narratives and various forms of discourses like letter, diary, speech etc.
9. develops imagination and attempts writing creative essays on various issues.
10. reads and recites poems of different themes, discusses and appreciates thoughts, feelings and messages.
11. prepares reviews based on the aesthetic aspects of poems.
12. collects poems and identifies the theme, techniques, style and rhyme.
13. attempts creative and parallel writing of poems and presents them before the class.
14. transforms poems into other forms of discourses.
15. reads and discourses the various poetic devices such as figures of speech, imagery, tone, mood, diction, rhythm etc. and analyses the features of poetic language.

16. reads, discusses Shakesperian sonnets and discerns their poetic and linguistic features.
17. collects different sonnets, love lyrics, modern poems and prepares write-ups on their poetic and thematic qualities.
18. reads, comprehends, discusses and assesses essays of various types and evaluates.
19. analyses, discusses various types of forms of dramatic poetry and understands the poetic qualities.
20. prepares interactive presentations based on discussion of the poetic aspects of dramatic monologue and collects monologues.
21. identifies relevant issues and themes in various essays and prepares parallel reports, features, articles etc.
22. learns spoken forms of language and conversational style and various dramatic and theatrical styles.
23. analyses the structure of a drama, theatrical features and prepares reviews.
24. transforms other discourses into script.
25. reads, discusses articles, features, news reports, media literature etc. related to sports, science, lexicon etc. and prepares reviews, write ups etc. on scholastic themes.
26. organises seminars, debates, discussions and campaigns related to various contemporary issues in the media.
27. make write ups, reports, interviews and investigation on various social and cultural aspects and involves themselves in such issues.
28. reads and understands the socio-cultural aesthetic relevance of fiction and comprehends the central theme.
29. discusses and develops reviews, write-ups, essays etc. based on the plot, characterisation, technique, style, point of view etc. of the novels.
30. transforms fiction into other discourses forms, attempts parallel and extended write ups of novels.

Weightage to Type of Questions

Sl. No.	Type of Question	No. of Questions	Score	Percentage (approx.)
1.	Objective / Very Short Answer	4	16	20%
2.	Short Answer	8	32	40%
3.	Essay	3	24	30%
4.	Practical Criticism	1	8	10%
	Total	16	80	100%

Weightage to Content/Unit

Sl. No.	Content / Unit	No. of Questions	Score	Percentage
1.	Prose (a) Dear to all the Muses (b) On top of the world	6	24	30%
2.	Poetry Eternal Lines	4	16	20%
3.	Fiction Lord of the Flies	3	16	20%
4.	Drama Arms and the Man	2	16	20%
5.	Practical Criticism	1	8	10%
	Total	16	80	100%

Blue Print

Sl. No.	Cluster of COs	Very Short Answer	Short Answer	Essay	Others	Total Score
1.	10, 15	✓	-	-	-	4 (2 x 2)
2.	10, 11, 15	✓	-	-	-	4 (2 x 2)
3.	11, 12	✓	-	-	-	4 (2 x 2)
4.	10, 12	✓	-	-	-	4 (2 x 2)
5.	18, 21	-	✓	-	-	4
6.	19, 21	-	✓	-	-	4
7.	18, 21	-	✓	-	-	4
8.	19, 21	-	✓	-	-	4
9.	18, 19	-	✓	-	-	4
10.	18, 19, 21	-	✓	-	-	4
11.	28, 29	-	✓	-	-	4
12.	28, 30	-	✓	-	-	4
13.	23, 27	-	-	✓	-	8
14.	22, 23	-	-	✓	-	8
15.	28, 29, 30	-	-	✓	-	8
16.	15, 16, 17	-	-	-	✓	8
	Total	4	8	3	1	80

Part III
HSE XII

SAMPLE QUESTION PAPER
ENGLISH LITERATURE
STANDARD - XII

Maximum Score : 80

Time : 2½ hrs.

Cool off time : 15 mts.

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.

1. “How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!
As though to breathe were life.”
 - (a) Briefly describe the attitude of the speaker of these lines towards life. (2 Score)
 - (b) Based on the above poem you have studied, what do you understand about the features of a dramatic monologue. (2 Score)
2. “When will the bell ring and end this weariness?
How long have they tugged the leash, and strained apart
My pack of unruly hounds! I cannot start
Them again on a quarry of knowledge they hate to hunt,
I can haul them and urge them no more.”
 - (a) Identify the metaphor in the above lines and explain the significance. (2 Score)
 - (b) Explain the reason for the speaker’s weariness. (2 Score)
3. “The consul banged the table and said: ‘If you’ve got no passport you’re officially dead’:
But we are still alive, my dear, but we are still alive.”
 - (a) Identify the speaker and the crisis he is facing. (2 Score)
 - (b) Officialdom believes in the letter of law and not in the spirit of law. How is this substantiated in the poem. (2 Score)

4. “And he left us
a changed mother
and more than
one annual ritual.”
- (a) What were the things left by the deceased father as narrated in the poem? (2 Score)
- (b) Describe the speakers attitude towards his fathers death. (2 Score)

(Answer the following questions (5 - 12) in not more than 60 words.)

5. ‘Warrior Against Weeds’, commemorates the services of school headmaster Lohumi to his village by destroying the Lantana weed. Imagine that he is awarded the best scientist of the year. Prepare a speech he could deliver on the occasion mentioning the details of his study. (4 Score)
6. Khushwant Singh gives a beautiful picture of Mano Majra railway station in his essay. Describe how the lives of the villagers are connected with the arrival and departure of the trains. (4 Score)
7. Imagine that you are asked to prepare an article for the class magazine on the topic ‘Sports man Spirit’. Prepare an article taking hints from Jessie Owens ‘24 carat friendship’ with his opponent Luz Long. (4 Score)
8. Suppose you are conducting an interview with Somerset Maugham. Prepare a set of four questions and their possible answers, regarding his views on old age. (4 Score)
9. Suppose Mr. Hiram B. Ottis returns to USA and prepares a report to be published in a daily there, on his encounter with the Canterville ghost. Prepare the report. (4 Score)
10. ‘At the moment I did not entirely dislike Mr. Max Kelada.’ Imagine that the author is making a diary entry on the day’s events in the ship. Prepare the diary. (4 Score)
11. Compare and contrast the character of Jack and Ralph in ‘Lord of the flies’, in a paragraph. (4 Score)
12. Suppose the publisher of the novel wants to change the title of the novel ‘Lord of the flies’ to ‘The Lost Boys’. Imagine that you are in the editorial board and you cannot accept the change. Write a letter to the publisher convincing him about the relevance of the original title. (4 Score)

13.



(Aug. 21st, The Hindu, Page 14.)

One of the themes of Shaw's 'Arms and the Man' is the futility of war. Analyse the above statistics and comment on the views of Shaw on war, expressed through his characters Sergius and Bluntschli. (8 Score)

14. In the play Arms and the Man, Bluntschli is referred as 'a chocolate cream soldier' and Sergius as the Don Quixote fighting against the windmill. Do you think these epithets are appropriate. Analyse their characters, attitudes, behaviour etc. (8 Score)
15. The author William Golding himself has commented on the novel 'Lord of the Flies' that 'In the absence of restraints, human beings descend to barbarism as naturally as a honey bee produces honey.' How does he elaborate this idea in his novel? (8 Score)
16. Attempt a critical appreciation of the poem given below, taking into consideration rhyme, figures of speech, theme, tone, genre, language, styles etc.

Shall I compare thee to a summer's day?
 Thou art more lovely and more temperate
 Rough winds do shake the darling buds of May,
 And summer's lease hath all too short a date:
 Sometime too hot the eye of heaven shines
 And often is his gold complexion dimmed,
 And every fair from fair sometime declines,
 By chance or nature's changing course untrimmed;
 But they eternal summer shall not fade

Nor lose possession of that fair thou owst,
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st,
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

(8 Score)

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SCORING INDICATORS - ENGLISH LITERATURE

Q. No.	Key	Score	Total
1.	(a) Knowledge of content Logical presentation of ideas (b) Knowledge of content Presentation of ideas	1 1 1 1	4
2.	(a) Knowledge of figure of speech Logical presentation (b) Knowledge of content Aptness of language	1 1 1 1	4
3.	(a) Comprehensiveness of ideas Presentation (b) Knowledge of content Relevance of details	1 1 1 1	4
4.	(a) Knowledge of content Aptness of expression (b) Knowledge of content Logical conclusion	1 1 1 1	4
5.	Comprehensiveness of ideas Effective expressions Brevity and clarity Form	1 1 1 1	4
6.	Knowledge of content Structure and organisation Relevance of details Aptness of language	1 1 1 1	4
7.	Comprehensiveness of ideas Originality and creativity Aptness of language Form and style	1 1 1 1	4
8.	Knowledge of content Structure and organisation Brevity and clarity Appropriate language	1 1 1 1	4

Q. No.	Key	Score	Total
9.	Comprehensiveness of ideas Logical presentation Creativity and style Aptness of language	1 1 1 1	4
10.	Knowledge of content Logical presentation Relevance of details Brevity and style	1 1 1 1	4
11.	Comprehension of ideas Apt comparisons made Relevance of details Presentation	1 1 1 1	4
12.	Knowledge of content Form and style Apt language Appropriate presentation	1 1 1 1	4
13.	Knowledge of content Structure and organisation Originality and creativity Aptness of language Relevance of details	2 2 1 2 1	8
14.	Knowledge of content Appropriate comparisons Proper presentation Logical conclusion Aptness of language	2 2 1 2 1	8
15.	Knowledge of content Proper presentation Language and style Logical conclusion Relevance of details	2 1 1 2 2	8
16.	Proper understanding of the theme Identifying stylistic features Identifying genre Logical presentation Originality of expression	2 2 1 2 1	8

Questionwise Analysis

Sl. No.	Content	Mental process	Types of Questions	Score	Time in mts.
1.	Poem	1, 4, 7	Very short Answer	2 x 2	8 mts.
2.	Poem	1, 4, 7	Very short Answer	2 x 2	8 mts.
3.	Poem	1, 4, 7	Very short Answer	2 x 2	8 mts.
4.	Poem	1, 4, 7	Very short Answer	2 x 2	8 mts.
5.	Prose - I	1, 4, 5	Short Answer	4	8 mts.
6.	Prose - I	1, 4, 7	Short Answer	4	8 mts.
7.	Prose - I	1, 4, 5, 7	Short Answer	4	8 mts.
8.	Prose - I	1, 4, 5, 7	Short Answer	4	8 mts.
9.	Prose - II	1, 4, 7, 8	Short Answer	4	8 mts.
10.	Prose - II	1, 4, 7, 8	Short Answer	4	8 mts.
11.	Fiction	1, 3, 4, 7	Short Answer	4	8 mts.
12.	Fiction	1, 4, 5, 7	Short Answer	4	8 mts.
13.	Drama	1, 4, 7, 9, 10	Essay	8	12 mts.
14.	Drama	1, 3, 7, 10	Essay	8	12 mts.
15.	Fiction	1, 2, 7, 10	Essay	8	12 mts.
16.	Practical Criticism	1, 3, 4, 7, 10	Long Answer	8	18 mts.
	Total			80	150 mts.