

**KENDRIYA VIDYALAYA SANGATHAN ERNAKULAM REGION**  
**PRE BOARD EXAMINATION 2025-26**  
**CLASS XII ENGLISH CORE (301)**

Time: 3 Hours.

Max. marks: 80

**SET II MARKING SCHEME**

**General Instructions: -**

1. The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.
2. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".
3. If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.

<b>Section A Reading</b>		<b>22</b>
<b>1.</b>	<b>Answer the following questions, based on the passage above. (Literary Passage)</b>	<b>12</b>
<b>I.</b>	b) productive	1
<b>II.</b>	c) Aligning tasks with purpose and priorities	1
<b>III.</b>	understanding one's strengths, weaknesses, and focus rhythms	1
<b>IV.</b>	a. Warning	1
<b>V.</b>	b) Controlled and mindful use of technology	1
<b>VI.</b>	b. Time is irreversible and precious	1
<b>VII.</b>	helps save time and aids communication; hinders by causing distractions and fragmentation of focus (1+1)	2
<b>VIII.</b>	reduces focus, productivity, and increases errors due to divided attention	1
<b>IX.</b>	identify peak focus hours, include mindful breaks, set limits on device use, prioritise challenging subjects first (Any other two relevant points may be accepted)	2
<b>X.</b>	b. Time management is about prioritising and self-awareness	1
<b>2.</b>	<b>Answer the following questions, based on given passage.</b>	<b>10</b>
<b>I</b>	B. To explore patterns in work preferences and their impact on productivity	1
<b>II</b>	representative	1
<b>III</b>	remote work	1
<b>IV</b>	B. On-site work is more preferred than remote work.	1
<b>V</b>	allows face-to-face learning, structured routine, direct guidance, social interaction	2
<b>VI</b>	A. There was a lack of experienced professionals to guide new employees.	1
<b>VII</b>	helps them adapt to technological trends, improve productivity, and make informed career choices (Any two points)	2
<b>VIII</b>	D. Salary expectations across industries	1
<b>Section-B Creative Writing Skills</b>		<b>18</b>
<b>3.</b>	<input type="checkbox"/> <b>Format :1</b> <b>Box, name of issuing authority- organisation/ agency (top centre), NOTICE (centre), date of issue (aligned left)</b> <b>Authorisation name, designation &amp; signature (bottom left)</b>	4

	<p><b>NOTE</b>-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.</p> <p><input type="checkbox"/> <b>Content: 2</b></p> <p><input type="checkbox"/> <b>Accuracy of Spelling and Grammar: 1</b></p>	
4.	<p><b>invitation</b></p> <p><b>Format – 1 Content -2 Accuracy of spelling and grammar -1</b></p> <p><b>A-(Letter type formal)</b></p> <p><b>B-(Letter type formal)</b></p>	4
5.	<p><b><u>A. Letter to the Editor</u></b></p> <p><input type="checkbox"/> <b>Format: 1</b></p> <p>(Note -use of ‘Yours truly’ at close)</p> <p><input type="checkbox"/> <b>Organisation of Ideas: 1</b></p> <p><input type="checkbox"/> <b>Content: 2</b></p> <p>As per cues + ideas</p> <p><input type="checkbox"/> <b>Accuracy of Spelling and Grammar :1</b></p> <p><b><u>B. Job Application</u></b></p> <p><input type="checkbox"/> <b>Format: 1</b></p> <p><input type="checkbox"/> <b>Organisation of Ideas: 1</b></p> <p><input type="checkbox"/> <b>Content: 2</b></p> <p><input type="checkbox"/> <b>Covering Letter</b></p> <p><input type="checkbox"/> <b>Reference to the advertisement</b></p> <p><input type="checkbox"/> <b>Conveying suitability for the position (as advertised)</b></p> <p><input type="checkbox"/> <b>Submission of application</b></p> <p><input type="checkbox"/> <b>Bio data as separate enclosure:</b></p> <p><input type="checkbox"/> <b>Profile of self</b></p> <p><input type="checkbox"/> <b>Educational Qualifications (include advertised requirements)</b></p> <p><input type="checkbox"/> <b>Work experience/s (if relevant)</b></p> <p><input type="checkbox"/> <b>References</b></p> <p><input type="checkbox"/> <b>Any other relevant information</b></p> <p><input type="checkbox"/> <b>Accuracy of Spelling and Grammar :1</b></p>	5
6	<p><b>Format: 1 Organisation of Ideas: 1 Content: 2 Accuracy of Spelling and Grammar :1</b></p> <p><b><u>A) Article Writing</u></b></p> <p>Format</p> <ul style="list-style-type: none"> <li>• Title &amp; By line</li> </ul> <p>Organisation &amp; Content:</p> <p><b><u>B) Report Writing</u></b></p> <p>Format</p> <ul style="list-style-type: none"> <li>• Headline &amp; By line</li> <li>• Reporting place and date</li> </ul> <p>Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)</p> <p>Organisation &amp; Content:</p>	5
<b>Section-C (Literature)</b>		<b>40</b>
7	<p><b>Read the following extracts and solve ANY ONE of the given two, (A) or (B).</b></p> <p>D) The poet is urging people to pause all activity, stop speaking, and remain silent for a</p>	6

	<p>moment to reflect on their actions and foster peace and understanding. (1)</p> <p>II) (b) resistance to violence and restlessness (1)</p> <p>III) The poet’s appeal to silence contributes to the central idea of the poem by encouraging self-introspection, promoting harmony, and helping people realize the value of peace and mutual understanding. (1)</p> <p>IV) The poet believes that keeping quiet will help humanity achieve peace and self-realization. (1)</p> <p>V) (b) Calmness and reflection (1)</p> <p>VI) (c) The poet celebrates complete isolation and silence as a solution. (1)</p> <p>OR</p> <p><b>B)</b></p> <p>I. The phrase “wreathing a flowery band to bind us to the earth” symbolises the connection between humans and nature, showing how the beauty of nature ties us emotionally and spiritually to the world, giving us reasons to live joyfully. (1)</p> <p>II. The poet’s reference to “inhuman dearth of noble natures” reflects his disappointment with the lack of goodness, kindness, and virtuous people in the world (1)</p> <p>III. The poet’s use of natural imagery (like flowers and beauty) emphasizes the restorative power of nature, reinforcing the central theme that beauty in nature provides eternal joy and relief from life’s sorrows. (1)</p> <p>IV. in a world full of sorrow (1)</p> <p>V. a) Finding solace in nature amid life’s challenges. (1)</p> <p>VI. b) Beauty offers a lasting sense of joy and hope despite life’s sorrows. (1)</p>	
<b>8</b>	<p><b>Read the following extract and solve ANY ONE of the given two, (A) or (B).</b></p> <p>I. Sadao’s internal conflict reveals that he is a deeply moral and compassionate person who values human life above political or national boundaries. His struggle shows his strong sense of ethics and humanity.(Any relevant point) (1)</p> <p>II. Hana’s reaction to the wounded man reflects her awareness of the danger and social consequences of sheltering an enemy during wartime. (1)</p> <p>III. The irony in Sadao’s situation lies in the fact that as a doctor, he has saved a life out of duty and compassion, yet as a Japanese citizen, he is expected to see that same man—the enemy—dead. His role as a healer conflicts with his identity as a patriot. (1)</p> <p>IV. b) confusion between professional duty and loyalty to his nation (1)</p> <p>OR</p> <p><b>B)</b></p> <p>I. The author implies that even the smallest elements of nature play a vital role in maintaining the balance of the ecosystem, and by protecting them, we ensure the stability of larger environmental systems. (1)</p> <p>II. The mention of phytoplankton symbolises the interconnectedness and interdependence of all life forms on Earth (1)</p> <p>III. The extract reflects the central environmental concern of the chapter by emphasising the delicate balance of the Earth’s ecosystem and the far-reaching consequences of human actions like ozone depletion on even the tiniest organisms and, ultimately, all life. (1)</p> <p>IV. b) the fragile balance of ecological interdependence (1)</p>	4
<b>9</b>	<p><b>Read the following extracts and solve ANY ONE of the given two, (A) or (B).</b></p> <p><b>(A)</b></p>	6

	<p>I. A. 1 only (Confidence and fear) (1)</p> <p>II. overconfident (1)</p> <p>III. B. He underestimated the difficulty of swimming. (1)</p> <p>IV. The description “water that had a dirty yellow tinge to it” symbolically conveys the fear, suffocation, and sense of danger that clouded the narrator’s mind as he struggled underwater. (1)</p> <p>V. his incident acts as a turning point because it marks the beginning of Douglas’s lifelong battle with fear of water, which later motivates him to confront and conquer it through determination and self-discipline. (1)</p> <p>VI. The extract reveals that Douglas’s real struggle was not with the depth of the pool but with <b>the paralyzing fear and psychological trauma</b> that continued to haunt him long after the physical incident. (1)</p> <p>OR</p> <p><b>B)</b></p> <p>I. B. He lacked knowledge but showed persistence. (1)</p> <p>II. Patience (1)</p> <p>III. Rajkumar Shukla had come to meet Gandhiji at the Congress session to complain about the injustice faced by the peasants of Champaran under the British indigo planters and to request Gandhiji’s help in addressing their plight. (1)</p> <p>IV. A. He was willing to listen and respond with empathy. (1)</p> <p>V. C. Sincere and purpose-driven (1)</p> <p>VI. The extract highlights that social change often begins when ordinary individuals show courage and persistence to stand up against injustice. (1)</p>	
<p><b>10</b></p>	<p>Answer any five of the following six questions in 40–50 words each.</p> <p>I. (The Last Lesson) Franz was surprised to see his teacher, M. Hamel, dressed in his best clothes and the villagers seated silently in the classroom. He soon learned that it was the last French lesson, as the teaching of French was banned in Alsace. This revealed the deep sorrow and loss of freedom under Prussian rule.</p> <p>II. (Lost Spring) Saheb stopped feeling happy after getting a job at the tea stall because, although he earned a regular wage, he lost his independence and carefree spirit. Earlier, as a ragpicker, he had freedom and hope; now, he was bound by routine and responsibility. His life became confined and joyless.</p> <p>III. (Deep Water) Douglas’s fear of water began when a big boy at the YMCA pool threw him into the deep end. The terrifying experience of almost drowning left him traumatized. For years, he avoided water and felt humiliated by his fear until he finally decided to overcome it through determination and effort.</p> <p>IV. (The Rattrap) The peddler compares the world to a rattrap because it tempts people with material possessions, just as cheese tempts a rat. When he is mistaken for a thief and trapped in guilt and fear, he realises his own words are true—the world’s temptations had trapped him, too.</p> <p>V. (Indigo) Gandhi’s visit to Champaran showed his deep concern for the oppressed peasants and his practical approach to solving problems. He believed in understanding the people’s</p>	<p>5x2= 10</p>

	<p>suffering, uniting them peacefully, and appealing to truth and justice rather than violence. His work there marked the beginning of India's non-violent freedom movement.</p> <p>VI. (Poets and Pancakes)</p> <p>Asokamitran's description of the make-up department at Gemini Studios symbolises the rigid hierarchy and chaotic working conditions in the film industry. The workers were treated like machines, endlessly applying make-up in poor conditions. It also highlights the lack of creativity and individuality in the studio's mechanical routine.</p>	
11	<p>Answer any two of the following three questions in 40–50 words each.</p> <p>I. (The Third Level)</p> <p>Charley's discovery of the third level at Grand Central Station reflects his longing to escape the anxiety and stress of modern life. He imagines a peaceful, simpler world of the past — the 1890s — as a refuge from insecurity, hurry, and war, symbolising his deep psychological need for peace.</p> <p>II. (Journey to the End of the Earth)</p> <p>Through her journey to Antarctica, Tishani Doshi connects human history, evolution, and environmental awareness by showing how life began from simple forms and how human actions now threaten Earth's balance. She uses the pristine landscape of Antarctica as a reminder of the urgent need to protect our planet's fragile ecosystem.</p> <p>III. (The Enemy)</p> <p>Dr. Sadao's treatment of the wounded American prisoner reveals his moral dilemma between professional ethics and national loyalty. As a doctor, his conscience compels him to save a life, but as a Japanese citizen during wartime, he risks his safety. His actions show humanity's triumph over hatred and duty.</p>	2X2= 4
12	<p>A. The Last Lesson &amp; Lost Spring — Theme of Deprivation</p> <p>Theme:</p> <p>Both stories highlight loss caused by social and political oppression. Daudet shows loss of language and freedom; Jung shows loss of childhood and innocence.</p> <p>The Last Lesson (Daudet):</p> <p>Set during Franco-Prussian War.</p> <p>French banned in Alsace — symbol of cultural oppression.</p> <p>Franz realises too late the value of one's mother tongue.</p> <p>Language deprivation = loss of identity.</p> <p>Lost Spring (Anees Jung):</p> <p>Focuses on child labour and poverty.</p> <p>Saheb and Mukesh lose childhood dreams due to social inequality.</p> <p>Deprivation caused by economic exploitation and class divide.</p> <p>Common thread:</p> <p>Both authors use realistic, personal observation to expose injustice. Show how forces beyond control rob people of dignity, hope, and joy. End with a tone of sympathy and awareness.</p> <p>B. Deep Water &amp; The Rattrap — Inner Transformation</p> <p>Theme:</p> <p>Both depict self-realisation through struggle and spiritual growth.</p> <p>Deep Water (Douglas):</p> <p>Traumatic childhood experience creates fear of water.</p> <p>Persistent effort and training help him conquer fear.</p> <p>Transformation from timidity to confidence.</p> <p>Symbol of human perseverance and victory over weakness.</p> <p>The Rattrap (Lagerlöf):</p>	5

	<p>Peddler’s view of the world as a “rattrap.”  Tempted by greed → feels trapped in guilt.  Edla’s kindness awakens his moral conscience.  Transformation from thief to redeemed soul.  Common idea:  Both find freedom through inner courage and self-awareness.  Suggest that change and redemption are possible through compassion, courage, and willpower.</p>	
<p><b>13</b></p>	<p>Answer any one of the following two questions in about 120–150 words</p> <p><b>A) The Cutting of My Long Hair &amp; We Too Are Human Beings</b></p> <p>Theme:  Both authors face discrimination and humiliation because of cultural and social hierarchies.  Their experiences reveal the pain of losing dignity and identity.</p> <p>Zitkala-Sa (The Cutting of My Long Hair):  Native American girl forced to cut her hair in a missionary school.  Symbol of cultural erasure and loss of identity.  Her resistance and inner anguish reflect colonial oppression.  Later becomes a voice for Native American rights.</p> <p>Bama (We Too Are Human Beings):  Experiences untouchability and caste discrimination in Indian society.  Learns from her brother that education is the path to equality.  Transforms pain into awareness and empowerment.</p> <p>Common ideas:  Both transform personal suffering into strength and activism.  Assert that self-respect, education, and resistance lead to empowerment.  Broader message: reclaiming identity is an act of freedom and dignity.</p> <p><b>B) The Enemy — Patriotism vs. Humanity</b></p> <p>Theme:  War creates moral conflict between duty to nation and duty to humanity.  Dr. Sadao embodies this struggle.</p> <p>Conflict:  As a Japanese citizen, he should report or kill the enemy soldier.  As a doctor, he is bound to save life — his ethical responsibility.  Torn between loyalty and compassion.</p> <p>Actions:  Operates on the wounded American despite risk.  Later helps him escape to protect both lives.  Balances patriotism with moral conscience.</p> <p>Outcome:  His decision shows moral courage and integrity.  Defines him as a true humanitarian — loyal to human values above hatred.  Message: Real patriotism includes compassion and respect for life.</p>	<p>5</p>