

Sample Question Paper - 1
English Core (301)
Class- XII, Session:2021-22
TERM II

Time allowed : 2 hours

Maximum marks : 40

General Instructions :

1. *The Question Paper contains THREE Sections-Reading, Writing and Literature.*
2. *Attempt questions based on specific instructions for each part.*

SECTION-A (READING)

1. Read the given passage carefully.

- (1) Among the natural resources which can be called upon in national plans for development, possibly the most important is human labour. Since the English language suffers from a certain weakness in its ability to describe groups composed of both male and female members, this is usually described as “manpower”.
- (2) Without a productive labour force, including effective leadership and intelligent middle management, no amount of foreign assistance or of natural wealth can ensure successful development and modernization.
- (3) The manpower for development during the next quarter of century will come from the world’s present population of infants, children and adolescents. But we are not sure that they will be equal to task. Will they have the health, the education, the skills, the socio-cultural attitudes essential for the responsibilities of development?
- (4) For far too many of them the answer is no. The reason is basic. A child’s most critical years, with regard to physical, intellectual, social, and emotional development, are those before he reaches five years of age. During those critical formative years he is cared for almost exclusively by his mother and in many parts of the world the mother may not have the capacity to raise a superior child. She is incapable of doing so by reason of her own poor health, her ignorance and her lack of status and recognition of social and legal rights, of economic parity of independence. One essential factor has been overlooked and ignored. The forgotten factor is the role of women. Development will be handicapped as long as women remain second class citizen, uneducated without any voice in family or community, decisions without legal or economic status, married when they are still practically children, and henceforth producing one baby after another, often to see half of them die before they are of school age.
- (5) We can enhance development by improving ‘women power’, by giving women the opportunity to develop themselves. Statistics show that the average family size increases in inverse ratio to the mother’s years of education- is lowest among college graduates, highest among those with only primary school training, or no education. Malnutrition is most frequent in large families, and increases in frequency with each additional sibling. The principle seems established that an educated mother has healthier and more intelligent children, and that is related to the fact that she has fewer children. The tendency of educated, upper class mothers to have fewer children operates even without access to contraceptive services.
- (6) The educational level of women is significant also because it has a direct influence upon their chances of employment, and the number of employed women in country’s total labour force has a direct bearing on both the gross national product and disposable income of the individual family. Disposable income, especially in the hands of women, influences food purchasing and therefore the nutritional status of the family.

The fact that the additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.

On the basis of your reading of the passage, answer any eight of the given questions. (1 × 8 = 8)

- (i) How can the development be enhanced?
- (ii) What does the term 'manpower' indicate?
- (iii) According to the passage, which are the most critical years for a child's development?
- (iv) State two factors about women's current situation.
- (v) Which type of woman can have healthier and more educated children?
- (vi) What are the factors that weakens women's identify as an individual?
- (vii) One essential factor has been overlooked and ignored. Replace the underlined word without changing the meaning of the sentence.
- (viii) To what factors can education of woman contribute?
- (ix) What is the central point of emphasis of the passage?

2. Read the given passage carefully.

- (1) If you enjoy watching crime shows on TV, you know that fingerprints play a large role in identifying people. But you might be surprised to find out that using fingerprints for identification is not a new science. In fact, it is very old — dating back at least as far as 1885-1913 B.C.E. In Babylon, when people agreed to a business contract, they pressed their fingerprints into the clay in which the contract was written. Thumbprints have also been found on clay seals from ancient China.
- (2) In 14th century Persia, which is now Iran, a government doctor recognized that all fingerprints are different. In 1684, a British doctor, Nehemiah Grew, spoke about the ridged surfaces of the fingers. In 1686, a professor of anatomy (the study of the structure of the human body) named Marcello Malpighi, wrote about the ridges and loops in fingerprints. Malpighi's work was considered so important that a layer of skin found on the fingertips was named after him. This layer of skin is called the Malpighian layer. Although scientists had studied fingerprints, the value of fingerprinting in the identification of individuals did not become clear until later.
- (3) Sir William James Herschel is generally thought to be the first European to realize that fingerprints were unique to each person. In his work as chief magistrate in the Hoogly district in Jungipoor, India, Herschel asked people to put their handprints on contracts. Herschel believed that personal contact with the contracts made people more likely to honor their commitments, or to keep their promises. As he looked at more and more handprints, he began to see that all the handprints were different. He started to believe that fingerprints were unique, which means they are all different from each other, and permanent, which means that they do not ever change. To prove that they never change, Herschel kept track of his own fingerprints over his entire lifetime.
- (4) Dr. Henry Faulds, a British surgeon at a Japanese hospital, began studying the furrows (also called ridges) on fingertips in the 1870s. He published an article in a scientific journal about the use of fingerprints as a tool in identification. He also devised, or invented, a system of classifying fingerprints. He wrote Charles Darwin about his findings, but Darwin was getting too old to work on the findings. So, he promised to pass the information to his cousin, Sir Francis Galton. Using Henry Faulds' findings, Galton published a major

book on classifying fingerprints based on arches, loops, and whorls. His work with Sir Edward R. Henry on fingerprint classification was the basis of a classification system which is still used by law enforcement agencies in English-speaking countries.

- (5) The Federal Bureau of Investigation (FBI) now uses a variation of the Galton– Henry system. Although the use of fingerprinting in identification originated in Britain, it has been developed in the United States. In 1924, two large fingerprint collections were combined to form the foundation of the Identification Division of the FBI. Within the Identification Division, the Integrated Automated Fingerprint Identification Systems (IAFIS) can search and find fingerprints anywhere in the United States within thirty minutes. The IAFIS can compare results with automated fingerprint systems in countries around the world. The IAFIS has the fingerprints of more than 250 million people on file.
- (6) About one in six Americans has fingerprints on file with the FBI. But not all the fingerprints are related to criminal investigations. People need to have their fingerprints taken for many other reasons. People have their fingerprints taken for employment, licenses, and adoption. For example, when people want to work for the government in classified, secret jobs, their fingerprints are checked to be sure they do not have a criminal background. When prospective parents adopt a child, their fingerprints are matched against those of all criminals for the safety of the child.

On the basis of your reading of the passage, answer any six of the given questions.

(1 × 6 = 6)

- (i) What originated the use of fingerprints?
- (ii) Who was the first person to recognise all fingerprints are different?
- (iii) Who spoke about ridged surface of fingers in 1684?
- (iv) How did a layer of skin got the name of Malpighian layer?
- (v) What was Herschel's belief?
- (vi) According to Galton-Henry, how does the fingerprints' classification varies in?
- (vii) Usage of fingerprints for identification is not a new science. What does this mean?

SECTION-B (WRITING)

3. Modern Public School, Delhi is organising an Inter School Music Competition. You have decided to invite noted classical musician. Mohan Gandhi as the judge and guest of honour. Draft a formal invitation for him in 50 words. You are Neeraj / Neetu, Cultural Secretary. **(3)**
4. **Answer any one of the following questions.** **(5)**
Cultural Society Sunshine Public School, Nellore organised an adult literacy camp in its neighbourhood. Write a report in 120-150 words on the camp for your school newsletter. You are P.V. Sunitha, Secretary.

OR

You are Gaurav/Priya of 16, Model Town, Delhi. You have seen an advertisement in The times of India for the post of Business Manager in an International Firm. Apply for the job with complete biodata. Write a letter in 120-150 words.

SECTION-C (LITERATURE)

5. Attempt any five questions in 40 words.

(2 × 5 = 10)

- (i) Why was Edla happy to see the gift left by the peddler?
- (ii) Why did Aunt Jennifer choose to embroider tigers on the panel ?
- (iii) How does Jo want the story to end?
- (iv) What did Derry's mother think of Mr. Lamb?
- (v) Why did Raj Kumar Shukla want to take Gandhiji to Champaran?
- (vi) What clues did the answer sheet of Evans provide to the Governor?

6. Attempt any two questions in 120-150 words.

(4 × 2 = 8)

- (i) How did Mr. Lamb try to give courage and confidence to Derry?
- (ii) Give a character-sketch of the Governor of Oxford Prison based on your understanding of the story, 'Evans Tries an O-Level'.
- (iii) The peddler declined the invitation of the ironmaster but accepted the one from Edla. Why ?

Solution

ENGLISH CORE 301

Class 12 - English Core

1. (i) The development can be enhanced by improving women power.
(ii) The term ‘manpower’ indicates the weakness and inability of English language to describe group composed of both male and female members.
(iii) The first five years are the most critical years for a child’s development.
(iv) (a) A woman is not capable of raising a superior child due to her poor health.
(b) Women are considered second class citizen.
(v) An educated woman/mother can have healthier and more educated children.
(vi) Marriage at a very young age and ignorance of her social and legal rights can weaken a woman’s identity.
(vii) One crucial factor has been overlooked and ignored.
(viii) Woman education can impact the gross national income and disposable income of the individual.
(ix) The need of woman empowerment.
2. (i) Initially, people who agreed to a business contract, they pressed their fingerprints into the clay to imprint their fingerprints. In ancient China thumbprints were found in clay seals.
(ii) In 14th century Persia (Now Iran) a govt. doctor recognised that all fingerprints are different.
(iii) Nehemiah Grew spoke about ridged surfaces of fingers in 1684.
(iv) A professor of anatomy named Marcello Malpighi, wrote about the ridges and loops in fingerprints. His work was so important that a layer of skin ‘Malpighian layer’ was named after him.
(v) As Herschel looked at more and more fingerprints, he began to see that all handprints were different. He was the one to believe that all fingerprints were unique and permanent.
(vi) Classification of fingerprints varies into arches, loops and whirls.
(vii) It has been in use since a very long time.

3.

**The Principal, Staff and Students of
Modern Public School**

Cordially invite you as the guest of honour and judge for the Inter School Music Competition. We hope you shall accept our humble request and grace the occasion. We would appreciate a line in reply.

Thank you

Yours Sincerely

Neetu Jha

(Cultural Secretary)

4. Adult Literacy Camp

by P.V. Sunitha, Secretary

Cultural Society of Sunrise Public School, Nellore, organised an Adult Literacy Camp in the month of February, in its neighbourhood, starting from 1st February – 28th February, 20××. The Adult Literacy Camp was inaugurated by the founder of the school, Mrs. Sarla Deshpande, who applauded the cause and the enthusiasm shown by the teachers and student volunteers. The event, which was held in one of the classrooms of ‘Aspiration’ building of the school, saw hundreds of eager participants from neighbourhood

jhuggis, slums and even domestic helps. The school provided the participants with notebooks, books, pencils, erasers, etc. The students of class-XI along with some of the teachers stayed back in school for three hours to teach the underprivileged adults who could not receive an education or finish their education when they were young.

The purpose of the Adult Literacy Camp was not only to enable the underprivileged to read, write and learn, but also help them find better employment opportunities and make them aware. The month long adult literacy camp was a huge success. The Principal

announced that viewing the enthusiasm to learn and teach, the school authority has decided to continue to hold classes for the underprivileged adult learners.

5. (i) Edla was happy to see the gift left by the peddler because he had not let her down. She realised that she had succeeded in bringing about a transformation in the peddler. Seeing the thirty kronors in the gift and the peddler asking for them to be returned to the crofter, restored Edla's faith in the belief that all human beings are basically good.

(ii) Aunt Jennifer chose to embroider tigers on the panel because secretly, she wanted to be like the tigers-fearless, proud, unafraid and liberated.

(iv) Derry's mother did not have a good impression of Mr. Lamb for she thought that he was not a good man. She did not want Derry to get acquainted with him or see him for any purpose.

(v) Raj Kumar Shukla wanted to take Gandhiji to Champaran to help indigo sharecroppers in their fight against the injustice of the landlord system in Bihar.

(vi) The clues, which the Governor found in Evans' answer sheet, were the index number 313 and centre number 271. This six figure reference helped the Governor to find Evans. In addition to this, the correction slip also carried a clue for Evans. 'Zum golden Löwen; which means 'The Golden Lion' in English was actually the name of the hotel where Evans was supposed to go to after escaping from jail.

6. (i) When Mr. Lamb found Derry in his garden, he did not make him go away. Instead, Mr. Lamb welcomed Derry in a cheerful way accepting him as he was. Although Derry behaved rudely with him, he remained calm and cordial as if Derry's bad temper and defiance did not bother him at all. Derry was always angry and bitter because one side of his face was burnt. His face seemed to scare everybody.

He withdrew himself from the society because of which he lacked courage and self confidence. Mr. Lamb's behaviour towards Derry was completely different from others. He told Derry that it's important to see how one is inside than how one looks on the outside. He inspired Derry with love for life and told him one cannot go through life being scared and alienated. Mr. Lamb asked Derry to enjoy simple joys of everyday living with people around and nature, ignoring the unpleasant. He initiated courage and confidence in Derry by telling him not to brood over limitations but count his blessings.

(ii) The Governor of the Oxford prison was a kind-hearted man, who requested the Secretary of the Examination board to allow Evans to appear for the O-level German Examination. He also seemed smart and efficient fellow, who, knowing that Evans had a tendency to escape prison, took every precaution to prevent that from happening. Yet, by the end of the story, he turned out to be a gullible man with qualities, which are 'good-for-a-giggle'. Never once he doubted Evans' intentions of appearing for the test even though his German was very bad.

The Governor's men made sure that Evans was not left with anything sharp and informed him that the Governor himself would be listening to each and every conversation going on in the cell. In spite of that neither the Governor nor his men were able to stop Evans from escaping. In the end the Governor was able to catch hold of Evans because of his smart thinking and commendable investigating skills. However, his habit of leaving things on others caused Evans to escape his clutches yet again. Therefore, it is suffice to say that the Governor was alert on some occasions, but on others, quite negligent and over-confident man, with a bad judgment of character. It is for this reason, Evans was able to escape from his prison multiple times.