



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL

ENGLISH CORE — Code No. 301
TERM 1 EXAMINATION (2026-27)

CLASS XII

SET B — ANSWER KEY / MARKING SCHEME

Maximum Marks: 80

SECTION A — READING SKILLS (22 Marks)

1. Passage 1 — Answers

12

I. Reference to Sana learning 'months ago which drawer held which tool' and her curiosity turning into habit / affection over time. 1

II. He recognised the photograph — it revived a personal, long-held memory from his past that he had kept hidden for decades. 1

III. C 1

IV. B 1

V. Any one reason: He kept the photograph in a drawer for years, hoping the woman would write / he reacted with unusual silence and emotion upon finding it again. 1

VI. B 1

VII. Suggests he still holds tender, careful feelings towards the memory associated with the photograph. 1

VIII. Key points (1+1): Suggests he prefers to keep certain personal memories private, valuing quiet closure over explanation / Shows he processes the past reflectively rather than sharing it openly with others. 2

IX. Key points (1+1): Shifts the mood from a light, everyday routine to a quieter, more reflective and nostalgic tone / Introduces emotional depth into an otherwise ordinary afternoon. 2

X. B 1

2. Passage 2 — Answers

10

I. B 1

II. representative 1

III. Metro/Rail 1

For the Visually Impaired Candidates (alternate to III): such commuters value independence, comfort and the ability to travel on their own schedule.

IV. C 1

For the Visually Impaired Candidates (alternate to IV): A

V. Key points (1+1): A private vehicle offers flexibility and comfort without depending on limited metro infrastructure / It better suits her daily commute needs given restricted access to metro/rail in smaller cities.	2
VI. B	1
VII. Key points (1+1): Could shift preference away from private vehicles/buses towards metro as speed and reliability become accessible in smaller cities / Could also help reduce the environmental impact of private vehicle use.	2
VIII. B	1

SECTION B — CREATIVE WRITING SKILLS (18 Marks)

Marking scheme (applicable to Q3-Q6): Format — as indicated; Content — coverage of all required details/cues; Expression — accuracy of grammar, tone and register appropriate to the format. Any relevant and well-organised response covering the expected content should be awarded marks accordingly; the points below indicate the expected coverage, not verbatim wording.

- 3. Notice (Format 1, Content 2, Expression 1) 4**
- A. Expected content: heading 'NOTICE', issuing body (Sports Committee, Hillcrest Public School), date, venue and time of Sports Day trials, call to participate, contact detail, name & designation of issuing authority (Rehan Kapoor, Secretary), enclosed in a box.
- B. Expected content: heading 'NOTICE', issuing body (Student Council, Lakeview International School), reference to the Annual Fest, details of the lost-and-found collection point, timing/procedure for claiming items, name & designation of issuing authority (Aditi Menon), enclosed in a box.
- 4. Invitation / Formal Reply (Format 1, Content 2, Expression 1) 4**
- A. Expected content: sender's designation (Head Boy, Kabir Anand), occasion (Annual Day function), name of invitee (Mr Sanjay Deshmukh) and purpose (Chief Guest), date/time/venue, RSVP request.
- B. Expected content: sender's address and date, acceptance of invitation to judge the inter-school quiz competition, expression of gratitude/honour, confirmation of attendance, appropriate closing.
- 5. Letter (Format 1, Content 3, Expression 1) 5**
- A. Expected content: sender's address, date, editor's address, subject line, salutation, body covering: heavy traffic/honking near school gates, safety risks for children crossing the road, lack of designated pick-up/drop-off zones, absence of traffic personnel at peak hours, suggestion for staggered timings and traffic marshals; closing and signature.
- B. Expected content: sender's address, date, employer's address, subject line, salutation, body expressing interest in the Social Media Manager post, reference to relevant skills (social media/content creation), request to consider application with attached bio-data, closing; separate bio-data with name, contact, qualification, skills, experience (if any).
- 6. Article / Report (Heading + Byline 1, Content 3, Expression 1) 5**
- A. Expected content: title, byline (Ananya Bhatt), coverage of cues — academic pressure and its impact on well-being, importance of open conversations about emotions, role of teachers and peers in providing support, building healthy coping habits early; coherent paragraphing and a concluding thought.
- B. Expected content: title, byline (Rohan Pillai), coverage of cues — organisation and inaugural ceremony, key events and notable performances, participant enthusiasm and audience response, overall success/prize distribution; factual, report-style tone.

SECTION C — LITERATURE (40 Marks)

7. Poetry Extract	6
A. 'Keeping Quiet'	
I. Suggests he views everyday activity as excessive and hurried, leaving little room for genuine reflection.	1
II. reflective	1
III. It reassures readers that he seeks a thoughtful pause, not literal death or complete cessation of life, making the message more universally acceptable.	1
IV. stillness / quietness / introspection	1
V. b	1
VI. c	1
B. 'A Roadside Stand'	
I. Suggests their poverty and dependence on chance passers-by for income.	1
II. critical	1
III. It emphasises the family's isolation and the travellers' indifference to their actual needs.	1
IV. neglect / exploitation of rural communities by urban development	1
V. b	1
VI. c	1
8. Prose Extract	4
A. 'Deep Water'	
I. Suggests the fear was overwhelming and deeply traumatic, not a minor discomfort.	1
II. the near-drowning experience left a lasting psychological impact on him	1
III. Reveals his determination, discipline and willingness to confront his fears methodically.	1
IV. b	1
B. 'Memories of Childhood'	
I. Suggests she saw the haircut as a violation to resist, showing her strong sense of identity.	1
II. her identity / sense of self and cultural belonging	1
III. Reveals a power imbalance where authorities forcibly imposed conformity on vulnerable children.	1
IV. b	1
9. Prose Extract	6
A. 'Indigo'	
I. B	1
II. hesitation	1
III. B	1

IV. Any reasonable answer: the sharecroppers lacked a platform or influential figure to voice their grievances to the authorities. 1

V. Accept: it was Shukla's quiet, sustained persistence, not any single dramatic incident, that convinced Gandhi to act, showing the power of patient conviction. 1

VI. he valued direct evidence and testimony over assumption before taking action 1

B. 'The Tiger King'

I. B 1

II. recklessness 1

III. B 1

IV. Accept: his pride and belief in his royal authority made him unwilling to accept that a prophecy could limit or control him. 1

V. Accept: his obsession shows how human arrogance attempts to defy fate, ultimately proving futile, as reflected in the story's ironic ending. 1

VI. his obsession with control and self-preservation overrides rational judgement 1

10. Any five of six (2 marks each) 10

I. It conveys deep regret and helplessness at losing the right to learn French, symbolising the broader loss of identity and freedom under occupation. 2

II. It shows how poverty traps ragpickers in a cycle where survival needs override opportunities like education, perpetuating deprivation across generations. 2

III. Imagery of the mother's 'ashen' face and lifeless appearance conveys the speaker's fear of mortality and the inevitability of losing her mother. 2

IV. Keats suggests that beauty offers lasting hope and comfort, helping humans endure despair and continue believing in life's goodness. 2

V. He initially appears self-interested and suspicious, but his interactions reveal an underlying loneliness and desire for genuine human connection. 2

VI. It shows how fame and ordinary struggle coexist within the same space, reflecting the studio's broader culture of superficial glamour masking real inequality. 2

(Award full marks for any five relevant, well-expressed answers within the word limit; part marks for partially correct responses.)

11. Any two of three (2 marks each) 4

I. His preoccupation suggests a deep dissatisfaction and desire to escape the pressures and impersonality of modern life. 2

II. It shows his compassion and professional integrity outweighing personal risk, even towards someone officially his enemy. 2

III. Such expeditions offer direct exposure to environmental change, making young people more informed and personally invested in conservation efforts. 2

12. Long Answer (120-150 words) 5

A. Value points: both Franz and Saheb face a loss of opportunity — Franz realises too late the value of learning French once it is taken away; Saheb never truly has the chance to pursue education due to poverty; both texts highlight how opportunities are often only appreciated once lost or permanently denied.

B. Value points: Edla shows quiet resilience and compassion by treating the peddler with dignity despite social judgement; the office boy shows quiet ambition by nurturing his dream despite humble circumstances; both suggest that kindness and aspiration can persist and matter even within constrained situations.

13. Long Answer (120-150 words)

5

A. Value points: the essay uses first-person interview accounts to reveal the subject's own attitude towards fame, often self-deprecating or amused; this narrative choice lets readers form an authentic impression of achievement rather than relying on external praise.

B. Value points: Charley's yearning to escape into a nostalgic, simpler past (the 'third level') reflects a deeper dissatisfaction with modern anxiety and routine; this psychological need drives the story's central theme of escapism versus reality.