

## ENGLISH GRADE-12

### MODEL PAPER RUBRICS

**Q2: Read the following passage carefully and answer the questions given at the end.**

(Each question carries 5 marks. Total =  $8 \times 5 = 40$  marks)

**Q1. According to the passage, mention three problems Pakistan faces with trained teachers and trainers. (1+1+1+2=5)**

**Possible Answer:**

Pakistan faces several challenges in vocational training. Firstly, there is a shortage of trained teachers and trainers. Secondly, the training infrastructure is weak and outdated. Thirdly, trainers are unable to handle courses effectively at the geographic level. These factors together reduce the quality of vocational education.

**RUBRIC:**

- 2 marks → Student correctly identifies shortage of trained teachers and trainers OR any other given in the passage.
- 2 marks → Student correctly identifies weak and outdated training infrastructure OR any other given in the passage..
- 1 mark → Awarded for clear sentence structure, correct grammar, and appropriate vocabulary. Deduct 1 mark if ideas are right but expressed with poor grammar or unclear wording.

**Q2. Explain two ways in which lack of scholarships affects vocational and technical students. (2+2+1=5)**

**Possible Answer:**

The lack of scholarships affects vocational students in two key ways. Firstly, the passage points out that scholarship schemes are very limited, leaving many students without support. Secondly, this shortage of financial help causes a high dropout rate, as students cannot continue without aid.

**RUBRIC:**

- 2 marks → Correctly states limited scholarship schemes are available.
- 2 marks → Correctly states high dropout rate due to insufficient scholarships.
- 1 mark → Language quality: correct grammar, logical linking of points, and use of appropriate vocabulary.

**Q3. State two reasons why unemployment exists among graduates while skilled workers are in shortage. (2+2+1=5)**

**Possible Answer:**

Unemployment among graduates and shortage of skilled workers exist side by side. The passage explains that people in Pakistan are obsessed with obtaining graduation degrees, which creates more degree holders than needed. At the same time, society looks down upon vocational education, leaving fewer people with technical skills.

**RUBRIC:**

- 2 marks → Identifies obsession with graduation degree as a cause.
- 2 marks → Identifies society looks down upon vocational education as a cause.
- 1 mark → Award for clarity, grammatical correctness, and accurate use of vocabulary such as “obsessed,” “shortage,” etc.

**Q4. According to the passage, why is vocational education considered unattractive by students? Write two reasons. (2+2+1=5)**

**Possible Answer:**

Vocational education is considered unattractive because it offers little financial benefit. Graduates from vocational and technical fields receive low returns compared to other fields. Moreover, courses often suffer from a lack of adequate buildings, modern equipment, and raw materials, which makes them less appealing.

**RUBRIC:**

- 2 marks → Correctly states low financial returns for vocational graduates.
- 2 marks → Correctly states lack of facilities such as buildings, modern equipment, and raw materials.
- 1 mark → Award for well-structured expression, grammar accuracy, and proper vocabulary.

**Q5. From the passage, state two ways in which society shows preference for a graduation degree over vocational education. (2+2+1=5)**

**Possible Answer:**

The passage shows that society values graduation degrees more than vocational education. People are obsessed with acquiring a graduation degree, considering it a sign of success. In contrast, vocational education is generally looked down upon, making it less respected.

**RUBRIC:**

- 2 marks → Correctly states obsession with graduation degree.
- 2 marks → Correctly states vocational education is looked down upon.

- 1 mark → Grammar and vocabulary: award if sentence structure is correct and wording is precise (e.g., “society looks down,” “obsession with graduation degree”).

**Q6. From the passage, identify five adjectives. (1+1+1+1+1=5)**

**Possible Answer:**

Five adjectives from the passage are: weak (infrastructure), outdated (infrastructure), trained (teachers), limited (scholarships), and unemployed (graduates).

**RUBRIC:**

- 1 mark each → for every correct adjective (maximum five).
- Acceptable alternatives include: adequate, modern, noticeable, sufficient, skilled, huge.
- If student writes a noun or verb instead of an adjective, no marks for that item.

**Q7. From the passage, write the meanings in English of the following five words:**

**Infrastructure, Adequate, Unattractiveness, Obsessed, Unemployed. (1+1+1+1+1=5)**

**Possible Answer:**

- Infrastructure: The basic physical and organizational structures needed for a system to work.
- Adequate: Sufficient or enough to meet the requirement.
- Unattractiveness: The state of being not appealing or desirable.
- Obsessed: Being overly concerned with or attached to something.
- Unemployed: Without a paid job.

**RUBRIC:**

- 1 mark each → for every correct and clear meaning.
- Alternative wordings are acceptable if they convey the correct sense.
- Partial credit not awarded if definition is vague or incomplete.

**Q8. Pick one complete sentence from the passage and divide it into subject and predicate, explaining each part. (3+1+1=5)**

**Possible Answer:**

Sentence chosen: “The training infrastructure is weak and outdated.”

- Subject: The training infrastructure — this part tells us what the sentence is about.
- Predicate: is weak and outdated — this part describes the subject.

The subject introduces the topic, while the predicate tells something about it.

**RUBRIC:**

- 3 marks → Correct identification of subject and predicate.

- 1 mark → Explanation of what subject and predicate mean.
- 1 mark → Award for clear grammar and appropriate vocabulary.

**Q3: Explain with reference to the context any ONE of the following stanzas. (5 Marks)**

**Stanza A (Wordsworth – The Solitary Reaper)**

Stanza:

No Nightingale did ever chaunt  
 More welcome notes to weary bands  
 Of travellers in some shady haunt,  
 Among Arabian sands:  
 A voice so thrilling ne'er was heard  
 In spring-time from the Cuckoo-bird,

**Possible Answer:**

Reference: These lines are taken from the poem The Solitary Reaper by William Wordsworth.

Context: In this stanza, the poet describes the sweet and touching song of the solitary reaper, a girl working alone in the fields.

Explanation: Wordsworth says that even the most melodious songs of the nightingale and the cuckoo cannot match the sweetness of the reaper's voice. Her song is so moving that it refreshes weary travelers, just like the cool shade in the Arabian desert refreshes tired wanderers. The comparison highlights the deep emotional impact of her song and shows how simple, natural beauty surpasses all artificial pleasures.

RUBRIC (1+1+2+1 = 5):

- Reference (1): Poem and poet correctly stated (The Solitary Reaper – Wordsworth).
- Context (1): Mentions the scene of the solitary girl singing while reaping in the field.
- Explanation (2): Explains comparison with nightingale/cuckoo and impact on travelers. 2 = full explanation; 1 = partial/literal.
- Grammar & Vocabulary (1): Fluent, error-free sentences. Deduct 0.5–1 for major grammar/vocabulary errors.

**Stanza B (Kipling – If)**

Stanza:

If you can trust yourself when all men doubt you,  
 But make allowance for their doubting too;  
 If you can wait and not be tired by waiting,

Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:

**Possible Answer:**

Reference: These lines are taken from the poem *If* by Rudyard Kipling.

Context: In this stanza, the poet addresses his son and gives him moral advice on how to live a balanced and strong life.

Explanation: Kipling explains that a person should remain calm and confident even when others doubt him, but also understand their doubts. One should learn patience and avoid falsehood even if others lie. Similarly, one must not hate in return when hated, and should stay humble without appearing too proud or self-righteous. The stanza emphasizes patience, truth, and humility as the keys to greatness.

RUBRIC (1+1+2+1 = 5):

- Reference (1): Poem and poet correctly stated (*If* – Kipling).
- Context (1): Mentions the poet advising his son, focus on moral guidance.
- Explanation (2): Explains patience, truthfulness, humility, avoiding hatred. 2 = full and detailed; 1 = partial/literal.
- Grammar & Vocabulary (1): Award for correct expression, sentence structure, and use of moral/ethical vocabulary.

**Q4: Paraphrase any ONE of the following stanzas. (5 Marks)**

**Stanza A**

Stanza:

Then, fearing lest his grief should hinder sleep,  
I visited his bed,  
But found him slumbering deep,  
With darken'd eyelids, and their lashes yet  
From his late sobbing wet.

**Possible Answer:**

It was thought that his sadness might stop him from sleeping. When someone went to his bed, he was found sleeping deeply. His eyes looked tired, and his eyelashes were still wet with tears from crying.

RUBRIC (3+2 = 5):

- Paraphrase Accuracy & Completeness (3 marks):

- o 3 = Includes grief may stop sleep, visit to bed, found asleep, tired eyelids, wet lashes.
- o 2 = Covers most ideas but leaves out 1 detail.
- o 1 = Only partial attempt.
- o 0 = No correct paraphrase.
- Language (2 marks):
- o 2 = Very clear, correct, and simple English.
- o 1 = Understandable but some grammar issues.
- o 0 = Hard to read due to errors.

### **Stanza B**

Stanza:

Then a soldier,  
Full of strange oaths, and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth.

### **Possible Answer:**

At this stage of life, man becomes like a soldier. He swears strong oaths and grows a beard like a leopard. He is very concerned about his honour and gets angry quickly. He runs after fame, even if it is short-lived, and is ready to risk his life for it in battle.

RUBRIC (3+2 = 5):

- Paraphrase Accuracy & Completeness (3 marks):
- o 3 = Includes soldier stage, swearing oaths, beard like leopard, jealous of honour, quick to fight, chasing short fame, risking life.
- o 2 = Explains most ideas but misses 1–2 details.
- o 1 = Very limited attempt.
- o 0 = Wrong or no paraphrase.
- Language (2 marks):
- o 2 = Clear and simple English, correct grammar.
- o 1 = Some errors but understandable.
- o 0 = Poor grammar, unclear.

### **Q.5. Detailed Rubric for Essay Writing (10 Marks)**

1. Content – 2.5 Marks

- 2.5 → Content is convincing, highly relevant, and specific. Shows depth of thought with perceptive ideas/examples.
- 2 → Mostly relevant and clear; some ideas underdeveloped.
- 1–1.5 → Limited or general content; some parts off-topic or lacking detail.
- 0–0.5 → Weak, irrelevant, or very little content.

2. Point of View – 1.5 Marks

- 1.5 → Clear, consistent viewpoint throughout; appropriate to the topic.
- 1 → Point of view is present but inconsistent, or not always clear.
- 0–0.5 → No clear perspective or conflicting opinions.

3. Essay Organization – 2.5 Marks

- 2.5 → Essay is logical and coherent; strong introduction, well-structured body paragraphs, and clear conclusion; smooth transitions.
- 2 → Organization is adequate; ideas generally flow but transitions may be weak.
- 1–1.5 → Some attempt at organization but lacks balance (e.g., abrupt start or no conclusion).
- 0–0.5 → Disorganized, random sentences, no clear beginning or end.

4. Language Use and Style – 2.5 Marks

- 2.5 → Fluent expression; varied sentence structures; vocabulary vivid, precise, and appropriate; tone/style suited to content.
- 2 → Generally effective language; some errors in sentence structure or vocabulary but meaning clear.
- 1–1.5 → Frequent grammatical errors, simple/limited vocabulary; expression awkward.
- 0–0.5 → Very poor language; sentences broken or hard to understand.

5. Mechanics – 1 Mark

- 1 → Correct punctuation, spelling, and grammar throughout.
- 0.5 → Minor errors but do not affect readability.
- 0 → Frequent spelling/punctuation errors; careless work.

Total = 10 Marks (2.5 + 1.5 + 2.5 + 2.5 + 1)

**Q.5 (a): Change the narration of the following sentences. (1+1+1+1+1=5)**

i. He asked, "Did she complete the assignment on time?"

**Possible Answer:**

He asked if she had completed the assignment on time.

ii. She said, "I have been waiting for you since morning."

**Possible Answer:**

She said that she had been waiting for me since morning.

iii. He asked, "Are they attending the seminar on health awareness?"

**Possible Answer:**

He asked whether they were attending the seminar on health awareness.

iv. She asked, "Will you join us for the dinner tonight?"

**Possible Answer:**

She asked if I would join them for the dinner that night.

v. They said, "Alas! We missed the train."

**Possible Answer:**

They exclaimed with sorrow that they had missed the train.

**RUBRIC for Q.5 (a) (5 Marks Total)**

- Each correct narration = 1 mark.
- Incorrect narration (tense, pronoun, reporting verb, or omission of emotional tone in exclamatory) = 0 mark.
- Total = 5 marks maximum.

**Q.5 (b): Use the following pairs of words in sentences of your own to clearly show the difference in their meanings. (1+1+1+1+1=5)**

i. Aisle / Isle

**Possible Answer:**

- The bride walked down the aisle with her father.
- They lived on a remote isle in the Pacific Ocean.

ii. Discreet / Discrete

**Possible Answer:**

- She was discreet when talking about the sensitive issue.
- The teacher divided the lesson into discrete parts.

iii. Eminent / Imminent

**Possible Answer:**



- He is an eminent lawyer in the city.
- The dark clouds showed that rain was imminent.

iv. Coarse / Course

**Possible Answer:**

- The cloth felt coarse against the skin.
- He joined a course in business management.

v. Precede / Proceed

**Possible Answer:**

- The national anthem will precede the match.
- After the break, the students will proceed to their classrooms.

RUBRIC for Q.5 (b) (5 Marks Total)

- Each pair used correctly in two separate, clear sentences = 1 mark.
- Sentences must show distinct meanings.
- If either word in the pair is misused or not shown in proper context → 0 mark for that pair.
- Total = 5 marks maximum.

**Q.6: Write a summary of “The Last Leaf” and explain its relevance in the context of our society. (5+3+2=10)**

**Possible Answer**

The Last Leaf is a short story by O. Henry. It is about two young artists, Sue and Johnsy, who live together. Johnsy becomes very ill with pneumonia and loses the will to live. She believes she will die when the last ivy leaf falls from the vine outside her window. Sue tries to comfort her, but Johnsy is hopeless. Their old neighbor, Behrman, who is also an artist, decides to help. On a stormy night, when the last leaf is about to fall, he secretly paints a leaf on the wall. Johnsy, seeing the leaf still there in the morning, regains hope and starts to recover. Later, it is revealed that Behrman caught pneumonia while painting in the cold and died, but his sacrifice saved Johnsy's life.

This story is very relevant to our society. It teaches us the importance of hope, courage, and determination in difficult times. It also shows the value of sacrifice, kindness, and helping others selflessly. In today's world, where many people face illness, poverty, or depression, the story reminds us that even a small act of care can bring life and strength to others.

DETAILED RUBRIC (5+3+2 = 10)

1. Summary (5 Marks)

- 5 marks → Complete summary: includes Sue & Johnsy, illness, belief about leaf, Behrman's sacrifice, Johnsy's recovery, Behrman's death.
- 4 marks → Mostly complete; misses one element (e.g., Behrman's death).
- 3 marks → Covers only main plot but lacks detail.
- 1–2 marks → Very brief, incomplete, or vague.
- 0 marks → No relevant summary.

2. Relevance to Society (3 Marks)

- 3 marks → Explains clearly: hope, sacrifice, courage, kindness, helping others. Connects lessons directly to modern society.
- 2 marks → General relevance stated but not detailed.
- 1 mark → Very weak or vague reference.
- 0 marks → No relevance explained.

3. Language (2 Marks)

- 2 marks → Clear, grammatically correct, good vocabulary, smooth flow.
- 1 mark → Understandable but with noticeable errors.
- 0 marks → Poor grammar, incoherent, hard to read.

Total = 5 (Summary) + 3 (Relevance) + 2 (Language) = 10 Marks

**Q.7. Ralph's leadership style in Lord of the Flies shows both positive and negative qualities.**

**Possible Answer**

Two Strengths:

One strength is Ralph's belief in order and democracy. He uses the conch to give everyone an equal chance to speak, which shows fairness and respect for others' opinions. Another strength is his sense of responsibility. He focuses on keeping the signal fire alive and building shelters, which shows his concern for the group's survival and rescue. These actions make him a practical and sensible leader.

Two Weaknesses:

However, Ralph also has weaknesses. One weakness is his inability to enforce discipline. Although he makes rules, many boys ignore them, and Ralph often fails to control them. Another weakness is his lack of charisma and emotional influence. He cannot inspire the boys during their fear of the "beast," and many of them turn to Jack instead. These

weaknesses reduce his authority and eventually lead to the collapse of his leadership.

Thus, Ralph's leadership reflects both the strengths of democracy and responsibility, but also the weaknesses of weak control and lack of emotional power.

#### DETAILED RUBRIC (4+4+2 = 10 Marks)

##### 1. Strengths (4 Marks)

- 4 marks → Two strengths clearly explained with examples (e.g., democracy/conch, responsibility/fire & shelters).
- 3 marks → Two strengths mentioned but one not well explained.
- 2 marks → Only one strength explained in detail.
- 1 mark → Strengths vaguely mentioned.
- 0 marks → No strengths.

##### 2. Weaknesses (4 Marks)

- 4 marks → Two weaknesses clearly explained with examples (e.g., poor discipline, lack of charisma, failure to address fear, boys leaving him).
- 3 marks → Two weaknesses mentioned but one not fully explained.
- 2 marks → Only one weakness explained.
- 1 mark → Weaknesses vague or unclear.
- 0 marks → No weaknesses.

##### 3. Language (2 Marks)

- 2 marks → Clear, grammatically correct, fluent English with logical flow.
- 1 mark → Understandable but with some grammar/vocabulary errors.
- 0 marks → Very poor grammar, confusing sentences.

Total = 4 (Strengths) + 4 (Weaknesses) + 2 (Language) = 10