

INDIAN SCHOOL MUSCAT

NAME OF THE EXAMINATION	FIRST PERIODIC TEST	CLASS: XII
DATE OF EXAMINATION	21.04.2022	SUBJECT: ENGLISH CORE
TYPE	MARKING SCHEME	SET C

SET A	Q.NO	VALUE POINTS	MARK
	<b>I. A)</b>	<b>i. What thought did the poet drive away from her mind?</b> The poet drove away the painful thought of the distressing reality that her mother was getting old and she might die anytime.	<b>1×3=3</b>
		<b>ii. What did she see when she looked out of the car?</b> When she looked out of the car, she saw young trees on the roadside, which appeared to be moving. She also saw a group of children, merrily rushing out of their homes to play.	
		<b>iii. What are the merry children symbolic of?</b> The merry children are symbolic of the exuberance of youth. The energetic and lively children present a contrast to the poet's mother who has grown old and pale.	
	<b>B)</b>	<b>i. Who is 'T' in this context?</b> 'T' here is the narrator, Franz.	<b>1×3=3</b>
		<b>ii. Why 'T' was in great dread of scolding?</b> 'T' was in a great dread of scolding because M. Hamel had said that he would question on participles to the narrator but he was not prepared for it.	
		<b>iii. What is the meaning of "in great dread of" in the context?</b> "In great dread of scolding" means "Fearful situation" here.	
	2. a)	<b>Explain the contrasting situations in the poem? Why does the poet do so?</b> The poem throws up various contrasts to drive home the idea and fear of the mother inching close to death. First, the mother's lifelessness in the car is contrasted to the activity outside—the trees running, the children spilling out and the airport buzzing with activity. It contrasts with the sadness and pain in the car with the euphoric mood outside. The poet uses the contrast to highlight the dissimilarity of both the situations.	<b>2×4 =8</b>
	b)	<b>Why were the elders of the village sitting in the classroom?</b> The elders of the village came to the classroom to attend the last lesson of French in the school as a mark of respect to the French teacher Mr. Hamel who had been teaching there for the last forty years. These 'elders' had not studied well and could not read and write their mother tongue, French and so as it was the last opportunity for them, they came to attend the class.	

	c)	<b>How was Mr Hamel dressed differently that day? Why?</b> M. Hamel was dressed in his special dress that he wore on a few occasions. It consisted of his beautiful green coat, frilled shirt and a little black silk cap, all embroidered. He wore the special dress because it was the last lesson that he would deliver in the school where he had been teaching for the last forty years.	
	d)	<b>What words did M. Hamel write on the blackboard before dismissing the class? What did they mean?</b> Before dismissing the class, M Hamel wrote the following words on the blackboard – “Vive la France”. “Vive la France” means ‘Long live France’. It was a way of showing his love and support towards his mother tongue and his country.	
	3. i.	(b) a single sentence	<b>1×3 = 3</b>
	ii.	(b) commotion in the class	
	iii.	(a) the Bulletin Board	
	4. a.	<b>NOTICE:</b>  Format - 1      Content – 1      Expression – 1	<b>3 × 1= 3</b>

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