

## TERM I EXAMINATION

## MARKING SCHEME

Grade XII

English

| Question<br>No. | Value Points  | Marks |
|-----------------|---|-------|
| 1. i            | С   | 1     |
| ii              | В   | 1     |
| iii             | Descriptive: "In the center of the room was a large console covered in buttons  | 2     |
|                 | and switches, and in the middle of the console was a small mouse".  |       |
|                 | Humourous: "Oh, not again," groaned Ford.   |       |
| iv              | Highly intelligent, technologically   | 1     |
| V               | С   | 1     |
| vi              | Unexpected for robots to exhibit emotions like paranoia   | 1     |
| vii             | The body of Marvin was cobbled together using spare parts.  | 1     |
|                 | Cobbled- a sense of roughness and unevenness  |       |
|                 | The statement of Marvin humanizes the character by evoking a sense of   | 2     |
| viii            | isolation and loneliness. The theme of alienation and lack of communication   |       |
|                 | between beings in the vastness of space   |       |
| ix              | В   | 1     |
| 2. i            | Help travel companies to tailor their services to meet the preferences and  | 2     |
|                 | expectations of young adult travellers, leading to increased customer   |       |
|                 | satisfaction and loyalty.   |       |
|                 | Provide insights for the development  |       |
|                 | D   | 1     |
| ii              |   | _     |
|                 | Solo: youngsters value independence and freedom   | 1     |
| iii             | Group: socializing and making new friends   |       |
|                 | В   | 1     |
| iv              | •   |       |
|                 | A   | 1     |
| V               | Cala y many afferdable accommon dabien  | 2     |
| vi              | Solo: more affordable accommodation   | 2     |
|                 | Group: Luxury accommodation for comfort and convenience  A shared adventure, willingness to step out of comfort zones, cultural | 1     |
| vii             | exchange and global understanding   | 1     |
| VII             | False   | 1     |
| viii            | 1 0130  | 1     |
| 3.              | Format  | 1     |
| J.              | Content   | 2     |
|                 | Accuracy of spelling and grammar, expression  | 1     |
| 4.              | Format  | 1     |
|                 | Content   | 2     |
| L               | 1 ==:::=:::   |       |

| Accuracy of spelling and grammar, expression  5. Format   | 1<br>1<br>2<br>1<br>1<br>1<br>1<br>1 |
|---|--------------------------------------|
| Content Organisation Accuracy of spelling and grammar, expression  6. i C ii False iii Tales of the mighty dead inspire and influence. It can sustain like the endless fountain Abundance iv Tombs V C vi | 2<br>1<br>1<br>1<br>1<br>1           |
| Organisation Accuracy of spelling and grammar, expression  6. i C ii False iii Tales of the mighty dead inspire and influence. It can sustain like the endless fountain Abundance iv  Tombs  V  C vi      | 1<br>1<br>1<br>1<br>1                |
| Accuracy of spelling and grammar, expression  6. i C  ii False  iii Tales of the mighty dead inspire and influence. It can sustain like the endless fountain  Abundance  iv  Tombs  V  C                  | 1<br>1<br>1<br>1                     |
| 6. i C ii False iii Tales of the mighty dead inspire and influence. It can sustain like the endless fountain Abundance iv Tombs V C   | 1<br>1<br>1                          |
| ii False iii Tales of the mighty dead inspire and influence. It can sustain like the endless fountain Abundance iv Tombs V C  | 1 1 1                                |
| iii Tales of the mighty dead inspire and influence. It can sustain like the endless fountain  Abundance  iv  Tombs  V  C  vi  | 1                                    |
| fountain Abundance iv  Tombs V  C vi  | 1                                    |
| Abundance iv  Tombs  V  C vi  |                                      |
| iv Tombs V C  |                                      |
| V Tombs V C vi  | 1                                    |
| V C vi  |                                      |
| Vi C  | _                                    |
| vi  | 1                                    |
|   | 1                                    |
| and the interest in the story   | 1                                    |
| D   | 1                                    |
| ii -  |                                      |
| Bravery/ Heroism/ Leadership  | 1                                    |
| iii   |                                      |
| The positive connotation of the word and the negative reality of the situation  | n 1                                  |
| iv  |                                      |
| 8. i To give voice to their hopes, dreams and struggles   | 1                                    |
| Sense of authenticity and realism   |                                      |
| ii B  | 1                                    |
| iii Barefoot- marginalized, poor, no access to things   | 1                                    |
| Morning birds – lively, vulnerable, carefree life   |                                      |
| Disappear at noon – time limited / constrained  |                                      |
| iv "Over the months, I have come to recognize each of them"   | 1                                    |
| v C   | 1                                    |
| vi Straightforward/Direct/Clear   | 1                                    |
| vii An excuse to cover poverty  | 1                                    |
| 9. i More informative means fewer emotions/ do not have an impact on the  | 2                                    |
| readers, sensory details help to connect with the experience and also to  |                                      |
| visualize the scene   |                                      |
| ii Creates a sense of isolation, desolation and despair   | 2                                    |
| Harsh winter conditions and barren landscape add to the overall tone,   |                                      |
| melancholy and hopelessness, the forest represents metaphorical wildernes   | s                                    |
| of the human soul   |                                      |
| iii The poem would have a more sad and hopeless tone. The message of the  | 2                                    |
| poem would refer to the oppression and suffering of women, without any  |                                      |
| hope for liberation   |                                      |
|   |                                      |
| iv a. Kind, good-natured, persuasive, graceful, compassionate, convincing power,  | 2                                    |
| intelligent   |                                      |
| b. Representative of modern man, a victim of stress, insecurities and fear. He  |                                      |
| b. Representative of modern man, a victim of stress, insecurities and real. He  | 2                                    |
| wants to escape from the reality.   |                                      |
|   |                                      |

| V   | Go down and touch the bottom of the pool, make a big jump and be back to the surface. Then float on it like a cork and paddle to the edge of the pool | 2 |
|-----|---|---|
| vi  | Tiger King bought a wooden toy tiger for his son. It had an uneven surface  | 2 |
|     | and he got a splinter. This led to infection and he had to take surgery which as  |   |
|     | successful. But the king died. The hundredth tiger killed him.  |   |
|     |   |   |
| 10. |   | 5 |
|     | Format  |   |
|     | Content: Sustained, clear, well-developed personal response to the task that  |   |
|     | appropriately justifies any arguments, effective organization, expression,  |   |
|     | structure, relevant vocabulary, and effective relay of ideas  |   |
| 11. | An envelope bearing a stamp is cancelled on the first day of issue. It bears the  | 5 |
|     | date and location of the post where it was cancelled. In the lesson, it serves  |   |
|     | as a symbol of escape for Charlie. It is the only proof with Charlie, that there  |   |
|     | was a third level.  |   |
| 12. | Highlighting the diversity of the female experience   | 5 |
|     | The importance of understanding each individual woman's challenges and  |   |
|     | experiences   |   |
|     | Evidences from the text   |   |