

SENIOR SCHOOL CERTIFICATE EXAMINATION - COMPARTMENT
JULY 2017
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE/EXTRACT. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.

12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
15. AS PER ORDERS OF THE HON'BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER VALUE POINTS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

[FOR THE HEAD EXAMINERS ONLY]

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVES HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S

90 AND ABOVE

72-74

28-32

1/1	1/2	1/3	SUGGESTED VALUE POINTS	(OUTSIDE DELHI-2017)
			SECTION A: READING	
			COMPREHENSION PASSAGE	
1	1	1	NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	
(a)	(a)	(a)	(iv) what we can learn from the routines of geniuses	1 mark
(b)	(b)	(b)	(i) followed a perfect daily routine	1 mark
(c)	(c)	(c)	(i) they had unique life styles	1 mark
(d)	(d)	(d)	(ii) a creative inspiration	1 mark
(e)	(e)	(e)	a squeaky hinge	1 mark
(f)	(f)	(f)	needed a secret place so that nobody disturbed him / could work on his creation uninterruptedly	1 mark
(g)	(g)	(g)	his music declined when street lamps under which he worked were turned off	1 mark
(h)	(h)	(h)	that she could do her work / had time to do her work	1 mark
(i)	(i)	(i)	he could concentrate on writing (as he did not have to starve)	1 mark
(j)	(j)	(j)	follow a routine	1 mark
(k)	(k)	(k)	peep	1 mark
(l)	(l)	(l)	squeaky	1 mark
2	2	2	COMPREHENSION PASSAGE	
			NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	
(a)	(a)	(a)	(iii) Amomon	1 mark
(b)	(b)	(b)	(iv) the healing power of cinnamon	1 mark
(c)	(c)	(c)	Sri Lanka	1 mark
(d)	(d)	(d)	“traded right up there with silver”	1 mark
(e)	(e)	(e)	inner bark of cinnamon tree / stripped from the bark	1 mark
(f)	(f)	(f)	used in sweetened cereals / in baked goods and sprinkled on various foods/ sprinkled on yoghurt.	1 mark
(g)	(g)	(g)	reduces serum glucose / reduces triglycerides / reduces LDL cholesterol / reduces total cholesterol in people	1 mark
(h)	(h)	(h)	slows down glucose absorption within intestines / stimulates insulin production/ normalizes blood glucose levels (indirectly decreases weight gain)	1 mark
(i)	(i)	(i)	fragrant	1 mark
(j)	(j)	(j)	harvested	1 mark

3	3	3	<p>NOTE MAKING</p> <ul style="list-style-type: none"> • If a student has attempted only summary or only notes, due credit should be given. • 1 mark allotted for the title to be given, even if a student has written the title either in Q3(a) or Q3(b) • Content must be divided into headings and sub-headings <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences are not to be accepted as notes.</p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	Distribution of Marks	
			Title	1 mark
			Content (minimum 3 headings and sub-headings, with proper indentation and notes)	3 mark
			Abbreviations / Symbols (with /without key) – any four	1 mark
			<p>NOTE: Accept the notes and summary in the third person. Suggested Notes: Title: The Great Protective Wall / The Great Wall of China or any other suitable title</p> <p>A. Introduction</p> <ol style="list-style-type: none"> largest man made monument only one visible from space many gave lives for the construction <p>B. Physical Description</p> <ol style="list-style-type: none"> series of towers made of <ol style="list-style-type: none"> stone brick earth wood etc built along Dandong to Lap Lake several walls built in 7CBC <p>C. Purpose of The Great Wall</p> <ol style="list-style-type: none"> protected Chinese states and empire against raids border control imposition of duties on goods regulation and encouragement of trade controlled <ol style="list-style-type: none"> immigration emigration 	
(b)	(b)	(b)	Summary The summary should include all the important points given in the notes.	
			Content	2 marks
			Expression	1 mark

			SECTION B: ADVANCED WRITING SKILLS NOTE: The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.	
4	4	4	NOTICE	4 marks
			Format - should include ISSUING AUTHORITY, the word NOTICE, TITLE, DATE and WRITER'S NAME WITH DESIGNATION The candidate should not be penalized if she/he has used capital letters for writing a notice <u>within or without a box</u>	1 mark
			Content	2 marks
			Expression	1 mark
			Suggested value points <ul style="list-style-type: none"> - what – health awareness camp (obesity) - when – date / approximate time - where – venue - who – Social Service Club (any other relevant point)	
			OR	
4	4	4	CLASSIFIED ADVERTISEMENT	4 marks
			Format - Heading	1 mark
			Content	2 marks
			Expression	1 mark
			Heading-PROPERTY / HOUSE / REQUIRED Suggested value points: <ul style="list-style-type: none"> - what – purchase house - description / location / features / amenities - price (optional) - contact details – Ram / Rajni 45678900 (any other relevant point)	
5	5	5	LETTER	6 marks
			Format 1. sender's address 2. date 3. receiver's address 4. subject/ heading 5. opening 6. closing	1 mark
			Content	3 marks
			Expression	2 marks
			PLACING AN ORDER FOR BOOKS Suggested value points <ul style="list-style-type: none"> - list order (with tables / without tables) - school discount - mode of payment - date of delivery - quality control (good packing) (any other relevant point)	
			OR	

5	5	5	<p>JOB APPLICATION</p> <p>POST OF READER / PROFESSOR IN MATHEMATICS/ ENGLISH/HISTORY/HINDI/POLITICAL SCIENCE)</p> <p>Suggested value points</p> <ul style="list-style-type: none"> ▪ personal details ▪ educational qualifications- specify subject ▪ excellent command of English ▪ experience – five years ▪ references (two) with names, designations and contact details <p>NOTE: The resume can be part of the letter or an enclosure</p>	6 marks
6	-	6	DEBATE	10 marks
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½ marks]</p> <p>coherence and relevance of ideas and style [2½ marks]</p>	5 marks
			<p>HARDWORK NOT INTELLIGENCE PAVES THE WAY TO SUCCESS IN LIFE</p> <p>NOTE: Students' views to be expressed either '<u>for</u>' or '<u>against</u>' the topic</p> <p>Suggested Value Points</p> <p><u>In favour</u></p> <ul style="list-style-type: none"> - slow and steady wins the race - advantages of hardwork - improves discipline - teaches time management - examples of successful people <p>(any other relevant point)</p> <p><u>Against</u></p> <ul style="list-style-type: none"> - only hardwork will not yield result - intelligence required to grab opportunities - helps to stay ahead of others - examples of people who have succeeded <p>(any other relevant point)</p> <p>(minimum two content points)</p>	
			OR	
6	-	6	SPEECH	10 marks
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½ marks]</p> <p>coherence and relevance of ideas and style [2½ marks]</p>	5 marks
			<p>IMPORTANCE OF MORNING WALK</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - views on morning walk - benefits of morning walk – improves health/ fitness - positive impact on mental and emotional health - inculcates discipline/ healthy routine <p>(any other relevant point)</p>	

-	6	-	DEBATE	10 marks
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	5 marks
			COURSES IN HUMANITIES PROVIDE A BETTER SCOPE IN CAREER THAN SCIENCES NOTE: Students' views to be expressed either ' <u>for</u> ' or ' <u>against</u> ' the topic Suggested Value Points <u>In favour</u> <ul style="list-style-type: none"> - choice according to aptitude - wide ranging subjects - wide variety of career options in today's world - examples of successful people (any other relevant point) <u>Against</u> <ul style="list-style-type: none"> - science goes beyond medicine and engineering - wide variety of career options - develops analytical ability and logical thinking - examples of successful people (any other relevant point) (minimum two content points)	
			OR	
-	6	-	SPEECH	10 marks
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	5 marks
			LAUGHTER, THE BEST MEDICINE Suggested Value Points <ul style="list-style-type: none"> - importance of laughing and smiling - need to bring in harmless humour in life - importance in relieving stress (anecdotes) (any other relevant point)	
7	-	-	ARTICLE	10 marks
			Format – Title and Writer's name	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	5 marks
			ROLE OF COUNSELLING IN CHOICE OF COURSE Suggested value points <ul style="list-style-type: none"> ▪ helps identify aptitude/ interests/ skills ▪ helps make informed decisions ▪ gives direction in life ▪ helps set goals (any other relevant point)	
			OR	

7	-	-	REPORT	10 marks
			Format – Title and Writer’s name	1 marks
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	5 marks
			REPUBLIC DAY PARADE Suggested Value Points - what – Republic Day Parade - where – Delhi - when – date - description of parade- marchpast/folk dances/ special mention of floats etc. (any other relevant detail)	
-	7	-	ARTICLE	10 marks
			Format – Title and Writer’s name	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	5 marks
			WOMEN MUST BE GIVEN HONOUR Suggested value points - problem – women harassed on roads / at homes - suggestions – role of woman at home/ in society deserves respect - educate them - make them self dependent; financially and emotionally - stop exploitation / domination / suppression of women (any other relevant point)	
			OR	
-	7	-	ARTICLE	10 marks
			Format – Title and Writer’s name	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	5 marks
			IMPORTANCE OF NEWSPAPER IN LIFE Suggested value points - keeps us up to date with local / international news - widens knowledge - builds vocabulary - encourages reading (any other relevant point)	
-	-	7	ARTICLE	10 marks
			Format – Title and Writer’s name	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	5 marks

			<p>NEED TO BAN LIQUOR SHOPS Suggested value points</p> <ul style="list-style-type: none"> - welcome move of states banning liquor shops because - it will raise standard of living/ health/ economy - reduce number of accidents/ incidents of road rage - appreciate government gesture to forego revenue from liquor shops <p>(any other relevant point)</p>	
			OR	
-	-	7	ARTICLE	10 marks
			Format – Title and writer’s name	1 mark
			Content	4 marks
			<p>Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]</p>	5 marks
			<p>RAPID INCREASE IN THE NUMBER OF PRIVATE CARS AND ITS EFFECT ON ENVIRONMENT Suggested value points</p> <ul style="list-style-type: none"> - problem – rapid increase in number of cards / increased air pollution / traffic jams / delays - causes – people buying more cars / lack of good public transport system/ increase in affluence - suggestions – improve public transport system/car pooling/creating awareness <p>(any other relevant point)</p>	
			SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)	
			<p>NOTE: The objective of the section on Literature is to test a candidate’s ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.</p>	
8	8	8	<p>[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]</p>	4 marks
a)	a)	a)	moment of silence; stillness; when all activity will come to a standstill (any one)	1 mark
b)	b)	b)	unusual moment; time for introspection; everyone would be together; total silence; no rush (any one)	1 mark
c)	c)	c)	no discrimination; foster harmony, brotherhood; oneness (any one)	1 mark
d)	d)	d)	moment of togetherness; silence; stillness; something unusual (any one)	1 mark
			OR	
a)	a)	a)	The tigers	1 mark
b)	b)	b)	green forest; screen; panel (any one)	1 mark
c)	c)	c)	fearless; royal; confident (any one)	1 mark
d)	d)	d)	elegant; glossy	1 mark
9	9	9	<p>Short answer type questions Distribution of marks: Content: 2 marks Expression : 1 mark (deduct ½ a mark for two or more grammatical/spelling mistakes)</p>	12 marks
a)			Special dress which he wore on functions, dress – frilled shirt, green coat, black embroidered cap, look dignified/tall/serious	3 marks

b)			fear of water engaged an instructor, independent swimming, crossed lake Wentworth	3 marks
c)			pale wan colour / mother had lost her glow on her face	3 marks
d)			problem – foul smell solution – went to the wizard	3 marks
e)			Sahib lost his freedom; lost glow on his face; no longer his own master; lost his dream (any one) Mukesh dares to dream; his dream	3 marks
f)			talks about the world, far removed from reality; creates ambition and desires; tempts them; children cannot identify themselves with characters from Shakespeare (any two)	3 marks
-	a)	-	- had to leave France after forty years - had not learnt the language properly - could not speak the language - parents did not send children to school - M. Hamel himself gave holiday to the children	3 marks
-	b)	-	- after the age of three or four - drowned under a wave in California beach - lost his breath and was frightened	3 marks
-	c)	-	- mother was growing old - fear of separation / death	3 marks
-	d)	-	problem – foul smell solution – went to the wizard	3 marks
-	e)	-	- wanted Bama to study hard and come first - only through education she could overcome racial discrimination	3 marks
-	f)	-	- beauty in nature - beauty in literature - beautiful things in nature and stories of literature help to overcome sadness/gloom/enhance mood/uplift soul	3 marks
-	-	a)	unusually quiet school; older villagers occupying back benches of the classroom; teacher dressed in best clothes; children understanding the lesson better; M. Hamel explained patiently (any two)	3 marks
-	-	b)	- thrown into the deep of the pool by a bully - went down - was unable to come up - near death experience	3 marks
-	-	c)	- dozing like a corpse / as old as she looked - fear that may not meet her mother	3 marks
-	-	d)	- Mommy forced the wizard to return foul smell; angry with Mommy as Roger left without friends; to assert that the young also have an opinion (any one)	3 marks
-	-	e)	- fourteen year old boy with one side of his face disfigured with acid - kept to himself , did not mix with people - full of frustration and anger - could not take criticism	3 marks
-	-	f)	- beauty in nature - beauty in literature - beautiful things in nature and stories of literature help to overcome sadness/gloom/enhance mood/uplift soul	3 marks
<p>Q10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student</p>				

			should be able to justify his or her viewpoint.]	
10	10	10	Distribution of marks: Content: 3 marks Expression : 3 marks grammatical accuracy, appropriate words and spelling [1½marks] coherence and relevance of ideas and style [1½marks]	6 marks
10	10	10	Gandhi ji simplicity – did not object to being treated as a peasant at Rajendra Prasad’s house non-violent attitude – used peaceful means – prepared to go to jail – to bend the British Government fellow feeling – worked for the people of Champaran – not familiar with him selflessness – called wife and children to work for medical upliftment and literacy of Champaran people determination – stayed in Champaran for about a year to get justice for peasants	6 marks
			OR	
10	10	10	Crofter <ul style="list-style-type: none"> - first time someone has been hospitable - treated him like a guest - gave him food and entertained him - shared his confidences but peddler robbed him Edla <ul style="list-style-type: none"> - persuaded him to come home for Christmas - treated him with dignity and respect - even after realising the truth treated him like a guest - kind and compassionate - spread Christmas cheer - gave him gifts - brought about a change in him - peddler returned money and left a letter for Edla as a gift 	6 marks
11	11	11	Distribution of marks: Content: 3 marks Expression 3 marks grammatical accuracy, appropriate words and spelling [1½ marks] coherence and relevance of ideas and style [1½ marks]	
11	11	11	<ul style="list-style-type: none"> - conscientious – does his duty, does not want a bad name - meticulous – planned the exam - kind and considerate, fair, methodical - understanding, overcautious (any other similar trait with example) (any two) He was too considerate and humane towards Evans.	6 marks
			OR	
11	11	11	<ul style="list-style-type: none"> - treated the POW inspite of protest from the servants - informed the General - when the assassins did not come, helped the POW to escape - very balanced, matured, a great surgeon, true patriot, a great human being (any two supported with examples) - 	6 marks

			Q12 & Q 13 – Long Reading Text– Silas Marner / The Invisible Man [NOTE: Accept any answer that correlates with the novel and seems relevant]	
12	12	12	Distribution of marks: Content: 3 marks Expression 3 marks grammatical accuracy, appropriate words and spelling [1½ marks] coherence and relevance of ideas and style [1½ marks]	6 marks
12	12	12	<ul style="list-style-type: none"> - bullied / beaten about, abused, forced to become Griffin’s accomplice - forced to go to Iping to collect books and clothes - forced to store stolen money in his pocket - not allowed to leave the invisible man (any two with examples)	6 marks
			OR	
12	12	12	<p>Godfrey</p> <ul style="list-style-type: none"> - elder brother, materialistic, fickle-minded, heir to the Cass estate - married the opium addict Molly secretly, hid the information from his father lest he should be disowned by him - good at heart though lacked will power - though he did not declare Eppie as his daughter to others, confessed the truth to his wife and provided all moral and financial support to Eppie, even when she refused to go and stay with him after knowing that he was her biological father - also he maintained a good relationship with Silas <p>Dunstan</p> <ul style="list-style-type: none"> - younger brother, hard-hearted, idle, lacking in principles, not interested in hard work, given to drinking - blackmailed his brother about his secret marriage with Molly - tried to sell the horse to help his brother, the horse died - later stole the hard earned money of Silas, but paid for his sins by falling and drowning in the water in the stone pit. <p>students should write on any one of them giving details in support of their view</p>	6 marks
13	13	13	Distribution of marks: Content: 3 marks Expression: 3 marks grammatical accuracy, appropriate words and spelling [1½ marks] coherence and relevance of ideas and style [1½ marks] (deduct ½ a mark for two or more grammatical/spelling mistakes)	
13	13	-	<ul style="list-style-type: none"> - use the principles of science to become invisible - went against nature - in his efforts to regain his form committed evil deeds – steals money from father causing his father’s death - burnt the house of landlord - beat up hunch back - forced Marvel to follow his instructions - stole from the Vicarage - rude and violent with villagers – Jaffers Cuss etc. (any two with any two incidents)	

			OR	
13	13	-	Silas Marner <ul style="list-style-type: none"> - Nancy changes the course of story - has high and strict principles - Nancy’s principles keep her from adopting a child - actions governed by love for Godfrey - ready to accept Eppie when finds out that she is Godfrey’s daughter - good mistress of Red House 	
-	-	13	Theft <ul style="list-style-type: none"> - theft took place on whit Monday morning - Mrs. Bunting heard open and shutting of the door - both she and her husband heard noises in the study - found the study lit with candles - heard clinking of money - found no one 	
			OR	
-	-	13	<ul style="list-style-type: none"> - Eppie saw bright light at some distance - Molly had given no response - she reached cottage door that stood open - entered it – cosy and warm - slept near the fireplace - Eppie gave Silas a new reason to live - his lost gold had been replaced by a golden haired child - vows to take care as his own - brings about softening of feelings towards him by residents of the town - spiritually renewed by awakening of human love, fellowship of neighbours and town folk - Marner rewarded for his love when Eppie refuses to go with her natural father 	