

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII) -  
COMPARTMENT

JULY 2018

MARKING SCHEME

ENGLISH ELECTIVE (C) (101)

**GENERAL INSTRUCTIONS**

1. THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS FOR THE ANSWERS. THESE ARE ONLY GUIDELINES AND DO NOT CONSTITUTE THE COMPLETE ANSWER. THE STUDENTS CAN HAVE THEIR OWN EXPRESSION AND IF THEIR EXPRESSION IS CORRECT, THE MARKS SHOULD BE AWARDED ACCORDINGLY.
2. ANSWER SCRIPTS SHOULD NOT BE GIVEN TO THE EVALUATORS FOR EVALUATION UNTIL AND UNLESS THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM IN A GROUP OR INDIVIDUALLY ON THE FIRST DAY OF EVALUATION.
3. THE HEAD EXAMINER MUST CONDUCT A MOCK EVALUATION EXERCISE ON THE 1<sup>ST</sup> DAY OF EVALUATION TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE NORMS AND INSTRUCTIONS OF CBSE. FORMAL EVALUATION IS TO BEGIN FROM DAY-2 (GROUP EVALUATION) ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF EVALUATORS, AS PER THE EXERCISE CARRIED OUT DURING MOCK EVALUATION.
4. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME. IT SHOULD NOT BE DONE ACCORDING TO ONE'S OWN INTERPRETATION OR ANY OTHER CONSIDERATION. HOWEVER, THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS AND DOES NOT CONSTITUTE THE COMPLETE ANSWER.
5. IF A QUESTION HAS PARTS, PLEASE AWARD MARKS ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED FOR DIFFERENT PARTS OF THE QUESTION SHOULD BE TOTALLED UP AND WRITTEN IN THE LEFT HAND MARGIN AND CIRCLED.
6. IF A QUESTION DOES NOT HAVE PARTS, MARKS MUST BE AWARDED IN THE LEFT HAND MARGIN.
7. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION IN THE MARKING SCHEME THEY HAVE TO BE REFLECTED

SEPARATELY AND THEN TOTALLED. THIS IS A MANDATORY REQUIREMENT.

8. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
9. IF A CANDIDATE HAS ATTEMPTED AN EXTRA QUESTION, ANSWER TO THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
10. IF A STUDENT WRITES A SINGLE WORD IN RESPONSE TO A SHORT ANSWER TYPE QUESTION AND IT CONSTITUTES THE CORE OF THE ANSWER IT SHOULD BE ACCEPTED AND AWARDED FULL MARKS.
11. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE AS AN ANSWER TO A QUESTION, NO MARKS SHOULD BE DEDUCTED FOR THIS SO LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT ESPECIALLY IN Q.1 (SECTION A) AND Q.8 (SECTION C).
12. SOME OF THE QUESTIONS MAY RELATE TO HIGHER ORDER THINKING SKILLS. THESE QUESTIONS ARE TO BE EVALUATED CAREFULLY AND THE STUDENT'S UNDERSTANDING / ANALYTICAL ABILITY MAY BE JUDGED.
13. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS ARE TO BE DEDUCTED FOR EXCEEDING THE WORD LIMIT.
14. A FULL SCALE OF MARKS 0 - 100 IS TO BE USED. IN CASE AN ANSWER BOOK DESERVES 95 MARKS AND ABOVE, MARKS ARE TO BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 8 HOURS EVERY DAY AND EVALUATE 25 – 30 ANSWER BOOKS INDIVIDUALLY AND 50-60 ANSWER BOOKS IN PAIRS.

	<b>SECTION A (READING)</b>	<b>TOTAL MARKS 20</b>
<b>1</b>	<b>COMPREHENSION PASSAGE</b>	<b>10 MARKS</b>
	<p>The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions.</p> <p><b>Please do not hesitate to award full marks if the answer deserves it.</b></p>	
	<p><b>Objective:</b> To identify and understand main parts of the text.</p> <p><b>Note:</b> No penalty for spelling and grammatical errors Full marks to be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. Accept any other answer equivalent in meaning to the answers given below.</p>	
1.1 (a)	hereditary characteristics /poverty/social divisions/absence of sporting culture(any two)	1 mark
(b)	Chinese, Koreans and Japanese share same height and physicality with Indians still China won 27 gold medals in Rio	1 mark
(c)	Jamaica won 11 medals in Rio, Ethiopia won 8 and Kenya won 14 medals in athletics.	1 mark
(d)	Indians focus more on academics for better life/many schools & colleges don't have sport facilities(any one)	1 mark
(e)	politics/administration/ corruption(any one)	1 mark
(f)	non governmental organisations providing funds to athletes/change in mind-set/parent supporting children to focus on sports/successful champions investing in the growth of talent/league started in many sports (any two)	1 mark
1.2 (a)	iii) won	1 mark
(b)	i) by birth	1 mark
(c)	ii)hopeful	1 mark
(d)	ii)available	1 mark
<b>2 (a)</b>	<b>NOTE MAKING</b>	<b>10 marks</b>
	<p><b>Objective:</b> 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.</p>	
(a)	Distribution of Marks <b>Abbreviations /Symbols</b> (with / without key) – minimum four	1 mark

	<b>Content</b> (minimum 3 headings and subheadings, with proper indentation and notes)	4 marks
	<b>Title</b>	1 mark
	<p><b>IMPORTANT INSTRUCTIONS</b></p> <p>The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of students’ understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>	
	<p>Note:</p> <ul style="list-style-type: none"> <li>• If a student has attempted only the summary or the notes, due credit should be given.</li> <li>• 1 mark allotted for the title to be given if the student has written the title either in Q.2 (a) or Q.2(b)</li> </ul>	
	<b>Title:</b> Chai Cafes: New Trend/ Chai Point(any other relevant title)	1 mark
	<ol style="list-style-type: none"> <li>1. Chai market commercialised <ol style="list-style-type: none"> <li>1.1 since 5 years</li> <li>1.2 market &lt; 1 lakh crores</li> <li>1.3 types of tea stalls <ol style="list-style-type: none"> <li>1.3.1 organised – Chai Cafes</li> <li>1.3.2 unorganised – Chai walas</li> </ol> </li> </ol> </li> <li>2. Chaayos <ol style="list-style-type: none"> <li>2.1 40 Cafes-Delhi, Mumbai, Chandigarh</li> <li>2.2 pilot project-Cyber City Gurugram</li> <li>2.3 key business-repeat customers</li> </ol> </li> <li>3. Chai Thela <ol style="list-style-type: none"> <li>3.1 Q.S.R.</li> <li>3.2 focus-offices, commercial hubs</li> <li>3.3 offers-poha, vada pav with chai</li> <li>3.4 change-home delivered chai</li> </ol> </li> <li>4. image change <ol style="list-style-type: none"> <li>4.1 exp.ve restaurants offer robust chai</li> <li>4.2 high tea-part of core global experience</li> <li>4.3 local cutting chai popular</li> </ol> </li> </ol>	<b>4 marks</b>
	<p><b>Suggested abbreviations:</b></p> <ul style="list-style-type: none"> <li>- commercialised – commercialised</li> <li>- &lt; - more than</li> <li>- Q.S.R.- Quick service restaurant</li> <li>- exp.ve-expensive</li> </ul>	

	<b>Note:</b> 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.	
<b>2 (b)</b>	<b>SUMMARY</b>  <b>Objective:</b> 1. To expand notes (headings and sub headings) into a summary. 2. To test the ability of extraction.	<b>4 marks</b>
	Distribution of Marks <b>Content</b> <b>Expression</b> Note: The summary should cover all the important points in the notes.	3 marks 1 mark
	<b>SECTION B: (WRITING AND GRAMMAR)</b>	<b>40 marks</b>
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.	
<b>3</b>	<b>INVITATION</b> <b>(As an Invitation Letter)</b>	<b>4 marks</b>
	<b>Format-</b> place, date, salutation (invitee – Ms. Sita ) & closing (Yours sincerely)	1 mark
	<b>Content</b>	2 marks
	<b>Expression</b> Grammatical accuracy and correct spelling	1 mark
	<b>Suggested value points</b> - what,where,when - reason for inviting-brief detail of event - asking for confirmation (any other relevant points) <b>Note-</b> use of Third Person Pronoun	
	<b>OR</b>	
	<b>NOTICE</b>  <b>Objective:</b> To draft a notice in an appropriate style	<b>4 marks</b>
	<b>Format :</b> Format should include NAME OF THE INSTITUTION / ISSUING AUTHORITY / NOTICE / TITLE, DATE, AND WRITER’S NAME WITH DESIGNATION. No candidate should be penalised if he/she has used capital letters for writing a notice with or without a box.	1 mark

	<b>Content</b>	2 marks
	<b>Expression : Coherence and relevance of ideas, grammatical and spelling accuracy</b>	1 mark
	<b>Title – Acute Water Shortage</b> <b>Suggested value points</b> - acute shortage - bring water from home - use carefully - don't waste - duration of shortage	
<b>4.</b>	<b>LETTER WRITING</b>  <b>Objective:</b> To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	<b>6 marks</b>
	<b>Format</b> 1. sender's address 2. date 3. receiver's address 4. subject 5. salutation 6. body of the letter 7. closing 8. sender's signature / name	1 mark
	<b>Content</b>	3 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (1) Coherence and relevance of ideas and style (1)	2 marks
	<b>LETTER OF COMPLAINT: Complaint Against Casual Attitude of Hospital Staff</b>	
	<b>Suggested Value Points</b> - incident-reason for going to hospital - describe scene-chaos - negligence - no doctors/bed/attention - patient suffering-could die-careless, callous attitude - should pay attention or be penalised-strict action needs to be taken.	
	<b>OR</b>	
	<b>LETTER TO EDITOR: Poor Maintenance of Bird Sanctuary</b>	
	<b>Suggested Value Points:</b> - beautiful sanctuary-now dry-very few birds-usual	

	<p>migratory birds not seen</p> <ul style="list-style-type: none"> <li>- reasons-dry, less greenery, not adequate water, poor maintenance , pollution, public nuisance, impacted tourism</li> <li>- measures- strict rules-penalty for littering, curb human traffic, make it greener, create water bodies, reduce pollution , boost tourism.</li> </ul>	
<b>5</b>	<p><b>SPEECH WRITING</b></p> <p><b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	<b>10 marks</b>
	<b>Format:</b> salutation, introduction, thanking	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)</p>	5 marks
	<p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- earlier- happier, simpler life, more time, less competition, fewer worries, joint families, more discipline, fewer diversions.</li> <li>- present generation-distracted due to gadgets, parents over busy, broken/ nuclear families, lack of communication, over pampering</li> <li>- solutions-counselling of parents &amp; children, bring discipline at home and school, strictness on availability of luxuries like mobile/vehicles, take up value based education seriously, develop social bonds, bring a balance between work and life, communicate more.</li> </ul> <p>( any other relevant point)</p>	
	<b>OR</b>	
	<p><b>REPORT WRITING</b></p> <p><b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	<b>10 marks</b>
	<b>Format:</b> title / heading, writer's name	1 mark
	<p><b>Content:</b> (Building collapse)</p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- what, where, when</li> <li>- reason for the collapse</li> <li>- describe the scene-eye witness' accounts</li> </ul>	4 marks

	<ul style="list-style-type: none"> <li>- causalities-four dead, several injured</li> <li>- detail of hospital</li> <li>- action taken by authorities-police, fire brigade, government department.</li> </ul> (any other relevant details)	
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spellings (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
<b>6</b>	<b>ARTICLE WRITING</b>  <b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	<b>10 marks</b>
	<b>Format:</b> Title / heading and name of writer	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Title - (INCLUSION OF VALUE BASED QUESTION IN BOARD EXAMINATION)  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- helps inculcates values</li> <li>- character reflects values</li> <li>- moral/ethical values essential</li> <li>- situation in questions develop-thinking, observation, analytical skills and empathetic attitude</li> </ul> (any other relevant details)	
	<b>OR</b>	
	Title - (INTELLIGENT INTERNET USAGE-A BLESSING) <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- internet a gift of modern time</li> <li>- judicious use of internet provides-authentic information, improves knowledge, helps in comparative studies, equips students well</li> <li>- online communication saves time and paper</li> <li>- empowers students for future</li> </ul> (any other relevant point)	
<b>7 (a)</b>	<b>REARRANGING</b> <b>Objective:</b> To read and arrange sentences sequentially to make complete sense	3 marks (1x 3)



	(i) The objective of mountaineering is to get to the top. (ii) Failure to reach the top should not be discouraging. (iii) Expeditions are often suspended because of various reasons.	1 mark each										
7 (b)	<b>FRAMING QUESTIONS :</b>  <b>Objective:</b> To understand the context and write relevant and appropriate dialogue. <b>Marking:</b> 1 mark for each set of exchanges. <b>Note:</b> The three sets of exchanges should be on the lines of the information given in the question. The dialogue should be grammatically correct and complete.	<b>3 marks (1x3)</b>										
7 (c)	<b>EDITING</b>  <b>Objective:</b> To use grammatical items correctly. <b>Marking:</b> 1 mark each <b>Note:</b> <ul style="list-style-type: none"> <li>- If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded.</li> <li>- If only the correct words are given, marks should be awarded.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">ERROR</td> <td style="text-align: center;">CORRECTION</td> </tr> <tr> <td>(a) on</td> <td>in</td> </tr> <tr> <td>(b) trained</td> <td>trains</td> </tr> <tr> <td>(c) him</td> <td>them</td> </tr> <tr> <td>(d) look</td> <td>looks</td> </tr> </table>	ERROR	CORRECTION	(a) on	in	(b) trained	trains	(c) him	them	(d) look	looks	<b>4 marks</b>
ERROR	CORRECTION											
(a) on	in											
(b) trained	trains											
(c) him	them											
(d) look	looks											
<b>SECTION C: LITERATURE</b>		<b>40 marks</b>										
<b>8</b>	<b>Reference to Context</b> Under Section C (Q.8), questions have been designed to test a student's understanding of the poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.  <b>Objective:</b> To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.  <b>Value Points:</b>	<b>10 marks</b>										
8(a) (i)	Survivors – Siegfried Sassoon	$\frac{1}{2} + \frac{1}{2}$ mark										
(ii)	survivors / soldiers who have come back from war	1 mark										
(iii)	war experience	1 mark										
(iv)	stammered/ disconnected talk/ lost touch with reality ( any two)	$\frac{1}{2} + \frac{1}{2}$ mark										

(v)	to prove bravery/ have tendency to forget the horrors of war/to glorify it (any one)	1 mark
8(b) (i)	Curtain / Helen Spalding	1 mark
(ii)	‘no touch now’/ wave broken( any one)	1 mark
(iii)	desolate	1 mark
(iv)	‘word or two left to be spoken’	1 mark
(v)	touch	1 mark
8(c) (i)	The Darkling Thrush; Thomas Hardy	1 mark
(ii)	leaning upon a gate under thick growth of bushes.	1 mark
(iii)	the frost assumed the form of a ghost.	1 mark
(iv)	winter’s remains made the daylight weak	1 mark
(v)	personification	1 mark
<b>9</b>	<b>Objective:</b> To test students’ comprehension of drama -local and Global	<b>4 marks</b>
	<b>Content</b>	3 marks
	<b>Expression</b>	1 mark
	<p>he was not right-</p> <ul style="list-style-type: none"> <li>- knew the consequences and problems</li> <li>- realized could lead to tragedy/death</li> <li>- should not have narrated story of monkey’s paw and incited them</li> <li>- lead to sorrow</li> <li>- mean act-should not have succumbed to pressure</li> </ul> <p>he was right-</p> <ul style="list-style-type: none"> <li>- each person needs to make own decision</li> <li>- should be responsible for his action</li> <li>- sergeant had warned them</li> <li>- left it to the White family to decide.</li> </ul> <p>(any other relevant point)</p>	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- exaggerated fear</li> <li>- took things too seriously</li> <li>- laid stress on details</li> <li>- occupied high place</li> <li>- supposed to have acted in a rational manner but did not</li> <li>- became laughing stock</li> </ul> <p>(any other relevant point)</p>	
<b>10</b>	<b>Objective:</b> To test students’ ability to comprehend prose-local and global	<b>16 marks</b>

<b>10 (a)</b>	<p><b>Content Expression</b></p> <p><b>Answer any two: (80-100 words)</b></p>	<p><b>10 marks</b> (5+5=10)</p>
(i)	<ul style="list-style-type: none"> <li>- talks of unifying people and facing obstacles bravely</li> <li>- follow the path of righteousness &amp; shape their future thoughtfully</li> <li>- try to adopt the attributes of the successful people to succeed in life</li> <li>- Nehru wants us to learn from the past and focus on future</li> <li>- make life simple</li> <li>- talks of ‘unquestioning faith’ being most significant.</li> </ul> <p>(any other relevant point)</p>	
(ii)	<ul style="list-style-type: none"> <li>- should trust their capability and not isolate them</li> <li>- encourage other to be part of them</li> <li>- engage with them.</li> <li>- child often reciprocates</li> <li>- is happy and life lights up when loved and trusted by parents</li> <li>- love parents even when neglected</li> </ul> <p>(any other relevant point)</p>	
(iii)	<ul style="list-style-type: none"> <li>- the author likes them</li> <li>- considers them as noble creatures</li> <li>- they are benevolent part of nature</li> <li>- help in pollination</li> <li>- only attack when threatened by man</li> <li>- part of happy memories of childhood</li> </ul> <p>(any other relevant point)</p>	
<b>10 (b)</b>	<p><b>Content Expression</b></p> <p><b>Answer any one: (120-150 words)</b></p>	<p><b>6 marks</b> 4 marks 2 marks</p>
	<ul style="list-style-type: none"> <li>- should be hard working and persevering</li> <li>- no magic formula</li> <li>- don't waste time</li> <li>- move towards the goal all time</li> <li>- discard all that comes in way</li> <li>- don't expect too much too quickly</li> </ul>	

	<ul style="list-style-type: none"> <li>- don't be careless</li> <li>- hold on to your dreams and also respect others' dreams</li> </ul> (any other relevant point)	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- family used to be bearer of tradition and education</li> <li>- today because of modern development of economic life family unit weakened</li> <li>- therefore role played by family passed on to schools</li> <li>- ensure continuance of health &amp; human society</li> </ul> (any other relevant point)	
<b>11</b>	<b>Extended Reading: Novel</b>	<b>10 marks</b>
	Distribution of Marks:	
	<b>Content</b>	6 marks
	<b>Expression</b>	4 marks
	<b>Value Points:</b>	
	<ul style="list-style-type: none"> <li>- Griffin brilliant scientist</li> <li>- poor means</li> <li>- unhappy</li> <li>- ambitious</li> <li>- arrogant and self absorbed</li> <li>- lacks humanity, immoral, aggressive</li> <li>- steals money</li> <li>- gets caught in vortex of crime</li> <li>- becomes hardened criminal</li> </ul> (any other relevant point)	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- villagers initially friendly &amp; curious</li> <li>- subsequently suspicious-general dislike</li> <li>- later spread rumours-harmless lunatic, anarchist, pie- bald</li> <li>- became victim of violence</li> <li>- became hostile</li> <li>- wanted to catch him and kill him.</li> </ul> (any other relevant point)	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- Nancy Lammeter</li> <li>- object of Godfrey's affection and his eventual wife</li> <li>- pretty, caring-forgives Godfrey after his confession</li> <li>- stubborn</li> </ul>	

	<ul style="list-style-type: none"> <li>- lives her life by a code of rules that sometimes seem arbitrary (her code forbids her to adopt a child for it is a defiance of God’s plan)</li> <li>- neither educated nor particularly curious</li> </ul> <p>(any other relevant point)</p>	
<b>OR</b>		
	<ul style="list-style-type: none"> <li>- Eppie brought love into his life-taught him what was truly important-people, love, friendship, faith and more</li> <li>- because of her he began to socialise more</li> <li>- Silas allowed Dolly one of the most important people into his life because of Eppie</li> <li>- she gave him sympathy advice and encouragement</li> <li>- Silas spiritually renewed through re-awakening of human love and fellowship –becomes a better man</li> </ul> <p>(any other relevant point)</p>	

\*\*\*\*\*