

SET – 3

Series : ONS/1

Code No. 1/1/3

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **12** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

## ENGLISH (Core)

Time allowed : 3 hours

Maximum Marks : 100

### Instructions :

- All questions are compulsory.*
- You may attempt any section at a time.*
- All questions of that particular section must be attempted in the correct order.*

### SECTION – A

30 Marks

### READING

1. Read the passage given below :

12

1. Maharana Pratap ruled over Mewar only for 25 years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He along with his kingdom became a synonym for valour, sacrifice and patriotism. Mewar had been a leading Rajput kingdom even before Maharana Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky thanks to the gallantry and brilliance of the people of Mewar.

2. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the kingdom almost continued for 1500 years since its establishment, right from the reign of Bappa Rawal. In fact only 60 years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a longstanding tradition sustained by several generations.
3. The life of the people of Mewar must have been peaceful and prosperous during the long span of time; otherwise such extraordinary accomplishment in these fields would not have been possible. This is reflected in their art and literature as well as their loving nature. They compensate for lack of admirable physique by their firm but pleasant nature. The ambience of Mewar remains lovely thanks to the cheerful and liberal character of its people.
4. One may observe astonishing pieces of workmanship not only in the forts and palaces of Mewar but also in public utility buildings. Ruins of many structures which are still standing tall in their grandeur are testimony to the fact that Mewar was not only the land of the brave but also a seat of art and culture. Amidst aggression and bloodshed, literature and art flourished and creative pursuits of literature and artists did not suffer. Imagine, how glorious the period must have been when the Vijaya Stambha which is the sample of our great ancient architecture even today, was constructed. In the same fort, Kirti Stambha is standing high, reflecting how liberal the then administration was which allowed people from other communities and kingdoms to come and carry out construction work. It is useless to indulge in the debate whether the Vijaya Stambha was constructed first or the Kirti Stambha. The fact is that both the capitals are standing side by side and reveal the proximity between the king and the subjects of Mewar.

5. The cycle of time does not remain the same. Whereas the reign of Rana Sanga was crucial in raising the kingdom to the acme of glory, it also proved to be his nemesis. History took a turn. The fortune of Mewar – the land of the brave, started waning. Rana tried to save the day with his acumen which was running against the stream and the glorious traditions for sometime.

On the basis of your understanding of the above passage answer each of the questions given below with the help of options that follow : (1 × 4 = 4)

- (a) Maharana Pratap became immortal because :
- (i) he ruled Mewar for 25 years.
  - (ii) he added a lot of grandeur to Mewar.
  - (iii) of his valour, sacrifice and patriotism.
  - (iv) both (ii) and (iii)
- (b) Difficulties in the way of Mewar were :
- (i) lack of cooperation of the nobility.
  - (ii) ancient traditions of the kingdom.
  - (iii) its small area and small population.
  - (iv) the poverty of the subjects.
- (c) During thorny occasions :
- (i) the flag of Mewar seemed to be lowered.
  - (ii) the flag of Mewar was hoisted high.
  - (iii) the people of Mewar showed gallantry.
  - (iv) most of the rulers heaved a sigh of relief.
- (d) Mewar was lucky because :
- (i) all of its rulers were competent.
  - (ii) most of its people were competent.
  - (iii) most of its rulers were competent.
  - (iv) only a few of its people were incompetent.

Answer the following questions briefly :

(1 × 6 = 6)

- (e) Who is the earliest king of Mewar mentioned in the passage ?
- (f) What was Rana Kumbha's contribution to the glory of Mewar ?
- (g) What does the writer find worth admiration in the people of Mewar ?
- (h) How could art and literature flourish in Mewar ?
- (i) How did the rulers show that they cared for their subjects ?
- (j) What does the erection of Vijaya Stambha and Kirti Stambha in the same fort signify ?
- (k) Find words from the passage which mean the same as each of the following :

(1 × 2 = 2)

(i) surprising (para 4)

(ii) evidence (para 4)

2. Read the passage given below :

10

1. To ensure its perpetuity, the ground is well held by the panther both in *space* and in *time*. It enjoys a much wider distribution over the globe than its bigger cousins, and procreates sufficiently profusely to ensure its continuity for all time to come.
2. There seems to be no particular breeding season of the panther, although its sawing and caterwauling is more frequently heard during winter and summer. The gestation period is about ninety to hundred days (Whipsnade, ninety-two days). The litter normally consists of four cubs, rarely five. Of these, generally two survive and not more than one reaches maturity. I have never come across more than two cubs at the heels of the mother. Likewise, graziers in the forest have generally found only two cubs hidden away among rocks, hollows of trees, and other impossible places.

3. Panther cubs are generally in evidence in March. They are born blind. This is a provision of Nature against their drifting away from the place of safety in which they are lodged by their mother, and exposing themselves to the danger of their being devoured by hyenas, jackals, and other predators. They generally open their eyes in about three to four weeks.
4. The mother alone rears its cubs in seclusion. It keeps them out of the reach of the impulsive and impatient male. As a matter of fact the mother separates from the male soon after mating and forgets all about their tumultuous union. The story that the male often looks in to find out how the mother is progressing with her cubs has no foundation except in what we wish it should do at least.
5. The mother carries its cubs about by holding them by the scruff of their neck in its mouth. It trains them to stalk, and teaches them how to deliver the bite of death to the prey. The cubs learn to treat all and sundry with suspicion at their mother's heels. Instinctively the cubs seek seclusion, keep to cover and protect their flanks by walking along the edge of the forest.
6. I have never had an opportunity to watch mother panther train its cubs. But in Pilibhit forests, I once saw a tigress giving some lessons to its little ones. I was sitting over its kill at Mala. As the sun set, the tigress materialized in the twilight behind my *machan*. For about an hour, it scanned and surveyed the entire area looking and listening with the gravest concern. It even went to the road where my elephant was awaiting my signal. The *mahout* spotted it from a distance and drove the elephant away.
7. When darkness descended upon the scene and all was well and safe, the tigress called its cubs by emitting a low *haa-oon*. The cubs, two in number and bigger than a full-grown cat, soon responded. They came trotting up to their mother and hurried straight to the kill in indecent haste. The mother spat at them so furiously that they doubled back to its heels immediately. Thereafter, the mother and its cubs sat under cover about 50 feet (15 m) away from the kill to watch, wait, look, and listen. After about half an hour's patient and fidgetless vigil the mother seemed to say 'paid for'. At this signal, the cubs cautiously advanced, covering their flanks, towards the kill. No longer did they make a beeline for it, as they had done before.

8. The mother sat watching its cubs eat, and mounted guard on them. She did not partake of the meal.

On the basis of your understanding of the above passage complete the statements given below with the help of options that follow : (1 × 2 = 2)

(a) To protect its cubs the mother panther hides them :

- (i) among rocks
- (ii) in the branches of the trees
- (iii) behind the tree trunks
- (iv) at its heels

(b) The male panther :

- (i) is protective of its cubs
- (ii) trains its cubs
- (iii) watches the progress of the mother
- (iv) is impulsive and impatient

Answer the following questions briefly : (1 × 6 = 6)

- (c) How many cubs does the mother panther rarely deliver ?
- (d) What may happen if the panther cubs are not born blind ?
- (e) Why did the *mahout* drive his elephant away ?
- (f) Why did the tigress spit at its cubs ?
- (g) From the narrator's observation, what do we learn about the nature of the tigress ?
- (h) Why does the panther not face the risk of extinction ?
- (i) Find words from the passage which mean the same as each of the following :

(1 × 2 = 2)

- (i) moving aimlessly (para 3)
- (ii) came down / fell (para 7)

3. Read the passage given below :

8

People tend to amass possessions, sometimes without being aware of doing so. They can have a delightful surprise when they find something useful which they did not know they owned. Those who never have to change house become indiscriminate collectors of what can only be described as clutter. They leave unwanted objects in drawers, cupboards and attics for years in the belief that they may one day need them. Old people also accumulate belongings for two other reasons, lack of physical and mental energy, and sentiment. Things owned for a long time are full of associations with the past, perhaps with the relatives who are dead, and so they gradually acquire a sentimental value.

Some things are collected deliberately in an attempt to avoid wastage. Among these are string and brown paper, kept by thrifty people when a parcel has been opened. Collecting small items can be a mania. A lady cuts out from newspapers sketches of model clothes that she would like to buy if she had money. As she is not rich, the chances are that she will never be able to afford such purchases. It is a harmless habit, but it litters up her desk.

Collecting as a serious hobby is quite different and has many advantages. It provides relaxation for leisure hours, as just looking at one's treasure is always a joy. One doesn't have to go out for amusement as the collection is housed at home. Whatever it consists of – stamps, records, first editions of books, china – there is always something to do in connection with it, from finding the right place for the latest addition to verifying facts in reference books. This hobby educates one not only in the chosen subject, but also in general matters which have some bearing on it.

There are other benefits also. One gets to meet like-minded collectors to get advice, compare notes, exchange articles, to show off one's latest find. So one's circle of friends grows. Soon the hobby leads to travelling, perhaps a meeting in another town, possibly a trip abroad in search of a rare specimen, for collectors are not confined to one country. Over the years one may well become an authority on one's hobby and will probably be asked to give informal talks to little gatherings and then, if successful, to larger audiences.

- (a) On the basis of your understanding of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it. (5)
- (b) Write a summary of the passage in about 80 words. (3)

## SECTION – B

30 Marks

### WRITING SKILLS

4. Principal, Sunrise Global School, Agra requires a receptionist for her school. Draft a suitable advertisement in about **50** words to be published in the classified columns of a national newspaper giving all the necessary details of qualifications and experience required in the receptionist. 4

OR

Water supply will be suspended for eight hours (10 am to 6 pm) on 6<sup>th</sup> of March for cleaning of the water tank. Write a notice in about **50** words advising the residents to store water for a day. You are Karan Kumar/Karuna Bajaj, Secretary, Janata Group Housing Society, Palam Vihar, Kurnool.



5. Yesterday you went to Sunrise Hospital, Market Road, New Delhi taking with you the victim of a hit and run accident. There were chaotic conditions in the casualty department. The injured was attended to after a lot of precious time had been lost.

Write a letter of complaint in **120-150** words to the Medical Superintendent. You are Karan/Karuna, M114, Mall Road, Delhi.

**6**

**OR**

Lack of job opportunities in the rural areas is forcing people to migrate to cities. Every big city thus has a number of slums in it. Life in these slums is miserable.

Write a letter in **120-150** words to the editor of a national newspaper on how we can improve the living conditions in these slums. You are Karan/Karuna, M114, Mall Road, Delhi.

6. 'The policy of no detention till class VIII is not in the interest of students.' Write a debate in **150-200** words either in favour of or against the motion.

**10**

**OR**

Write a speech in **150 – 200** words on the topic, 'A student must know how to manage his time'. It is to be delivered in the morning assembly. You are Karan/Karuna, Head Boy/Head Girl of the school.

7. India is an emerging economy. We are rich in natural resources. Yet a significant proportion of our people is living below poverty line. One cause of this poverty is our rising population.

Write an article in **150-200** words on 'How to keep a check on population'. You are Karuna/Karan.

**10**

**OR**

Women feel unsafe on the road, at their place of work and even at home. There is an urgent need to change the male mindset in its attitude towards women.

Write an article in **150-200** words on 'How to make women feel safe'. You are Karan/Karuna.

**LITERATURE : TEXT BOOKS AND LONG READING TEXT**

8. Read the extract given below and answer the questions that follow : 4

Its loveliness increases, it will never

Pass into nothingness; but will keep

A bower quiet for us, and a sleep

Full of sweet dreams, and health, and quiet breathing.

- (a) Whose loveliness will keep on increasing ? (1)
- (b) Identify the phrase which says that ‘it’ is immortal. (1)
- (c) What is a ‘bower’ ? (1)
- (d) Why do we need sweet dreams, health and quiet breathing in our lives ? (1)

**OR**

Old

familiar ache, my childhood’s fear,

but all I said was, see you soon,

Amma,

all I did was smile and smile and

smile... ..

- (a) What does the phrase, ‘familiar ache’ mean ? (1)
- (b) What was the poet’s childhood fear ? (1)
- (c) What do the first two lines tell us about the poet’s feelings for her mother ? (1)
- (d) What does the repeated use of the word, ‘smile’ mean ? (1)

9. Answer any **four** of the following in **30 – 40** words each : **3 × 4 = 12**
- (a) How did his experience at the YMCA swimming pool affect Douglas ?
  - (b) What hospitality did the peddler receive from the crofter ?
  - (c) Aunt Jennifer's efforts to get rid of her fear proved to be futile. Comment.
  - (d) What does Stephen Spender want to be done for the children of the school in a slum ?
  - (e) What kind of life was enjoyed by crown prince Jung Bahadur till he reached the age of twenty ?
  - (f) Where, when and how did Dr. Sadao meet Hana ?

10. Answer the following question in **120 – 150** words :

Our language is part of our culture and we are proud of it. Describe how regretful M. Hamel and the village elders are for having neglected their native language, French. **6**

**OR**

Teachers always advise their students to dream big. Yet, the same teachers in your classrooms find fault with Sophie when she dreams. What is wrong with Sophie's dreams ?

11. Answer the following question in **120-150** words :

Derry sneaked into Mr. Lamb's garden and it became a turning point in his life. Comment. **6**

**OR**

How did Jo want the Roger Skunk story to end ? Why ?

12. Answer the following question in **120-150** words :

What do we learn about Mrs. Hall and Griffin from their first interaction at Coach and Horses inn ?

**6**

**OR**

What kind of life did Silas lead before coming to Raveloe ?

13. Answer the following question in **120-150** words :

Everyone who comes into contact with Griffin suffers. Attempt a character sketch of Griffin in the light of this remark.

**6**

**OR**

Attempt a character sketch of Nancy Lammeter.

SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 2016  
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. 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

88 AND ABOVE

72-74

28-32

## SUGGESTED VALUE POINTS

<b>SECTION A: READING</b>			
1	1	1	<b>COMPREHENSION PASSAGE</b>
			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)	(ii) he added a lot of grandeur to Mewar / (iii) of his valour, sacrifice and patriotism / (iv) both (ii) and (iii)  (any 1)
(b)	(b)	(b)	(iii) its small area and small population
(c)	(c)	(c)	(i) the flag of Mewar seemed to be lowered / (iii) the people of Mewar showed gallantry  (any 1)
(d)	(d)	(d)	(ii) most of its people were competent (iii) most of its rulers were competent (iv) only a few of its people were incompetent  (any 1)
(e)	(e)	(e)	Bappa Rawal
(f)	(f)	(f)	– gave new stature through victories and development work / literature and art progressed / his writing revered even today  (any 1)
(g)	(g)	(g)	– pleasant nature / cheerful / liberal character / gallant / brilliant  (any 1)
(h)	(h)	(h)	– peace and prosperity over long period of time / liberal attitude of rulers / rulers inclined towards art and culture  (any 1)
(i)	(i)	(i)	– cooperation existed between nobles and subjects / rulers built public utility buildings / people lived peacefully and had prosperous lives / built the Vijaya Stambha and Kirti Stambha  (any 1)
(j)	(j)	(j)	– proximity between King and subjects of Mewar / along with winning wars rulers patronised art  (any 1)
(k)	(k)	(k)	i) astonishing ii) testimony / sample
2	2	2	<b>COMPREHENSION PASSAGE</b>
			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)	(i) among rocks	1 mark
(b)	(b)	(b)	(iv) is impulsive and impatient	1 mark
(c)	(c)	(c)	– five	1 mark
(d)	(d)	(d)	– may drift from the place of safety / expose themselves to danger (any 1)	1 mark
(e)	(e)	(e)	– not to disturb the tigress / to be away from the sight of the panther (any 1)	1 mark
(f)	(f)	(f)	– to make them come back to mother's heels / to train / discipline / teach them / was furious (any 1)	1 mark
(g)	(g)	(g)	– she is patient / caring / protective / strict / mother on guard / disciplining / vigilant (any 1)	1 mark
(h)	(h)	(h)	– enjoys wider distribution / procreates sufficiently / litters 4–5 cubs (any 1)	1 mark
(i)	(i)	(i)	i) drifting ii) descended	1 mark 1 mark
3	3	3	<b>Note</b> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given.</li> <li>• 1 mark allotted for the title be given, even if a student has written the title either in Q3(A) or Q3(B)</li> <li>• Content must be divided into headings and sub-headings</li> </ul> <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. <u>Complete sentences are not to be accepted as notes.</u> Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(A)	(A)	(A)	<b>NOTE MAKING</b> Distribution of Marks <b>Title</b> <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes) <b>Abbreviations / Symbols</b> (with /without key) – any four	1 mark 3 marks 1 mark
			<b>Suggested Notes</b> <b>NOTE:</b> Accept the notes and summary in the third person.	
			<b>Title:</b> Collecting / Collecting: A Hobby / any other word / phrase connected with collecting	



			<p>1 Reasons</p> <p>1.1 a delightful surprise</p> <p>1.2 old people lack energy</p> <p>1.2.1 phy.</p> <p>1.2.2 mental</p> <p>1.3 sentimental values</p> <p>1.4 mania</p> <p>2 Advantages</p> <p>2.1 avoid wastage</p> <p>2.2 saves money</p> <p>2.3 provides</p> <p>2.3.1 relxtn.</p> <p>2.3.2 joy</p> <p>2.3.3 amusement</p> <p>2.4 educational value</p> <p>3 Other Benefits</p> <p>3.1 meet like-minded collectors to</p> <p>3.1.1 advise</p> <p>3.1.2 compare notes</p> <p>3.1.3 exch. articles</p> <p>3.1.4 show off latest find</p> <p>3.2 socialise / make friends</p> <p>3.3 become an authority</p>	
(B)	(B)	(B)	<p><b>Summary</b></p> <p>The summary should include all the important points given in the notes.</p> <p><b>Content</b></p> <p><b>Expression</b></p>	<p>2 marks</p> <p>1 mark</p>
			<p align="center"><b>SECTION B: ADVANCED WRITING SKILLS</b></p> <p><b>NOTE:</b> 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.</p>	
4	–	4	<b>ADVERTISEMENT</b>	
			<b>Format</b> - Heading	1 mark
			<b>Content</b>	2 marks
			<b>Expression</b>	1 mark
			<p><b>Suggested value points</b></p> <p>[SITUATION VACANT / VACANCY / any other appropriate heading]</p> <ul style="list-style-type: none"> <li>– by whom – Sunrise Global School Agra</li> <li>– what - receptionist</li> <li>– qualification</li> <li>– experience</li> <li>– skills (shorthand/computer savvy/fluency in languages) (optional)</li> <li>– salary &amp; perks</li> </ul>	

**Suggested Abbreviations:**

phy. – physical  
relxtn. – relaxation  
exch. – exchange  
/ - or

			<ul style="list-style-type: none"> <li>- how to apply – to whom (contact details)</li> <li>- any other relevant details</li> </ul> <p style="text-align: center;">(due credit should be given to economy of words)</p>	
			OR	
4	–	4	<b>NOTICE</b>	
			<p><b>Format</b> The format should include: NAME OF THE INSTITUTION / ISSUING AUTHORITY / NOTICE / TITLE, DATE, and WRITER’S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice <b>within</b> or <b>without a box</b>.</p>	1 mark
			<b>Content</b>	2 marks
			<b>Expression</b>	1 mark
			<p><b>Suggested value points</b> [WATER SUPPLY TO BE SUSPENDED / any other relevant title]</p> <ul style="list-style-type: none"> <li>- what - suspension of water supply for 8 hours</li> <li>- when - 6<sup>th</sup> March; 10am – 6pm</li> <li>- where - Society</li> <li>- reasons for cut - cleaning of water tank</li> <li>- steps to be taken - store water</li> <li>- any other relevant details</li> </ul>	
–	4	–	<b>ADVERTISEMENT</b>	
			<b>Format</b> - Heading	1 mark
			<b>Content</b>	2 marks
			<b>Expression</b>	1 mark
			<p><b>Suggested value points</b> [ACCOMMODATION / FLAT WANTED / PURCHASE / PROPERTY] (any other appropriate heading)</p> <ul style="list-style-type: none"> <li>- location</li> <li>- type - flat</li> <li>- size</li> <li>- facilities</li> <li>- cost</li> <li>- contact details</li> <li>- any other relevant details</li> </ul> <p style="text-align: center;">(due credit should be given to economy of words)</p>	
			OR	
–	4	–	<b>FORMAL INVITATION</b>	
			<p><b>Format (letter format)</b> The format should include: NAME OF THE INSTITUTION AND ADDRESS, RECEIVER’S NAME AND ADDRESS, DATE &amp; SALUTATION, SUBJECT, NAME OF EVENT,</p>	1 mark

			COMPLIMENTARY CLOSE, SUBSCRIPTION and WRITER'S NAME WITH DESIGNATION.	
			<b>Content</b>	2 marks
			<b>Expression</b>	1 mark
			<b>Suggested value points</b> <ul style="list-style-type: none"> <li>– invite the artiste</li> <li>– what - school organising one-act play competition</li> <li>– date, time, venue</li> <li>– details of the event - classes involved, theme, category (interschool / interhouse)</li> <li>– request to confirm</li> <li>– any other relevant details</li> </ul>	
5	–	5	<b>LETTER WRITING</b> [Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. ]	
			<b>Format</b> 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.	1 mark
			<b>Content</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]	2 marks
			<b>LETTER OF COMPLAINT TO MEDICAL SUPERINTENDENT</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>– description of chaotic condition</li> <li>– how victim was attended to</li> <li>– loss of vital &amp; precious time, its result</li> <li>– suggestions to improve the situation (any other relevant details)</li> </ul>	
			OR	
			<b>LETTER TO EDITOR – MISERABLE CONDITION OF SLUMS</b> <b>Suggested Value Points</b> problem <ul style="list-style-type: none"> <li>– pathetic living conditions</li> <li>– survival difficult</li> <li>– (lack of education, hygiene</li> <li>– burden on resources)</li> </ul> causes <ul style="list-style-type: none"> <li>– migration from rural areas</li> <li>– overcrowding / poverty</li> </ul> solutions <ul style="list-style-type: none"> <li>– discourage migration / create opportunities in rural areas</li> <li>– adoption of slums by NGOs</li> </ul>	

			<ul style="list-style-type: none"> <li>– create awareness through media</li> <li>– government policies and better infrastructure</li> <li>– health and sanitation</li> </ul> <p>(any other relevant points) (any 3 points)</p>	
–	5	–	<p><b>INCONVENIENCE DUE TO HEAVY TRAFFIC</b> <b>Suggested value points</b></p> <p>description of problem</p> <ul style="list-style-type: none"> <li>– (heavy traffic / jam / inconvenience to students / coming late)</li> </ul> <p>suggestions to regulate traffic</p> <ul style="list-style-type: none"> <li>– deputing volunteers to manage traffic</li> <li>– signals to be installed</li> <li>– construction of subways</li> <li>– other suggestions</li> <li>– request to Deputy Commissioner of Police to take adequate action</li> </ul> <p>(any other relevant details) (any 3 points)</p>	
			OR	
			<p><b>JOB APPLICATION – POST OF RECEPTIONIST</b> <b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– reference to the advertisement</li> <li>– post - receptionist</li> <li>– request for consideration</li> <li>– personal details <ul style="list-style-type: none"> <li>○ address</li> <li>○ qualification</li> </ul> </li> <li>– achievements</li> <li>– experience (optional)</li> <li>– references</li> </ul> <p>(any other relevant points) NOTE: the resume can be a part of the letter or as an enclosure</p>	
6	–	–	<b>DEBATE</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ ] coherence and relevance of ideas and style [2½]	5 marks
			<p><b>POLICY OF RESERVATION IN PROFESSIONAL COURSES</b></p> <p><b>Note:</b> Student's views to be expressed either for or against the topic</p> <p><b>Suggested Value Points</b></p> <p>For</p> <ul style="list-style-type: none"> <li>– inequality in society</li> <li>– opportunities for the deprived</li> </ul>	

			<ul style="list-style-type: none"> <li>– country can progress only if all sections of society contribute</li> <li>– must raise the weaker / marginalised communities</li> </ul> <p>Against</p> <ul style="list-style-type: none"> <li>– misuse of opportunities</li> <li>– progress should be only on merit</li> <li>– main reason for brain drain / injustice to the deserving</li> <li>– increase in inequality / resentment in society</li> <li>– disturbs communal harmony</li> <li>– standards can't be lowered especially for doctors / engineers (any other relevant point)</li> </ul>	
			OR	
6	–	–	<b>SPEECH</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ ] coherence and relevance of ideas and style [2½]	5 marks
			<b>Suggested Value Points</b> BENEFITS OF EARLY RISING <ul style="list-style-type: none"> <li>– energising - positive start</li> <li>– better time management / increases productivity</li> <li>– relieves stress and tension</li> <li>– best time to study / meditate / exercise</li> </ul> (any other relevant details)	
–	6	–	<b>DEBATE</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ ] coherence and relevance of ideas and style [2½]	5 marks
			<b>RISING PRICES CAN BE CONTROLLED ONLY BY THE GOVERNMENT</b> <b>Note:</b> Student's views to be expressed either for or against the topic <b>Suggested Value Points</b> in favour: <ul style="list-style-type: none"> <li>– laws made by the government</li> <li>– government can control factors responsible for price hike</li> <li>– infrastructure, relaxation, subsidies - in government hands</li> </ul> against <ul style="list-style-type: none"> <li>– natural causes like weather responsible</li> <li>– government not solely responsible</li> <li>– hoarding / black marketeering</li> <li>– gap in demand and supply</li> </ul> (any other relevant point)	

			OR	
–	6	–	<b>SPEECH</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ ] coherence and relevance of ideas and style [2½]	5 marks
			LIBRARY PLAYS AN IMPORTANT ROLE AT SCHOOL  <b>Suggested Value Points</b> – important for students as buying books expensive – source of reference – a quiet place – digital libraries – new trend  (any other relevant details)	
–	–	6	<b>DEBATE</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ ] coherence and relevance of ideas and style [2½]	5 marks
			THE POLICY OF NO DETENTION TILL CLASS VIII IS NOT IN THE INTEREST OF STUDENTS  <b>Note:</b> Student's views to be expressed either for or against the topic  <b>Suggested Value Points</b>  For – no motivation to excel – basics not clear – lack of hard work – everyone gets promoted – life is competitive so children should start young – best not rewarded  Against – imparts basic literacy to enhance elementary education – encourages life skills and holistic development – reduces cut throat competition – reduces stress levels – time to explore personality traits of the child  (any other relevant point)	
			OR	

–	–	6	<b>SPEECH</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
			A STUDENT MUST KNOW HOW TO MANAGE HIS TIME <b>Suggested Value Points</b> – lot of pressure on students – organised work – adds to efficiency – time for self-study and recreation balanced – scope to enhance other skills / hobbies – enhances confidence – must learn to balance time o to reduces stress  (any other relevant details)	
7	7	7	<b>ARTICLE WRITING</b>	
			<b>Format</b> (heading and writer's name)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
7	7	–	<b>Suggested value points:</b> FESTIVALS OF INDIA – bring happiness and joy – important part of our lives – bring family and friends together – unite the country – promote brotherhood  (any other relevant details)  NOTE: If the student gives an account of festivals it should be accepted	
			OR	
			HOW TO PROVIDE PROPER HEALTH CARE TO THE COMMON MAN <b>Suggested value points:</b> problem – health sector commercialised causes – money spinning business – large population	

			<ul style="list-style-type: none"> <li>– government hospitals not enough / over crowded</li> </ul> <p>solutions</p> <ul style="list-style-type: none"> <li>– stricter laws for private hospitals</li> <li>– stringent implementation of rules</li> <li>– more government hospitals</li> <li>– creating awareness of healthy lifestyles, nutritious food etc. in rural areas</li> <li>– providing healthcare in schools</li> </ul> <p style="text-align: center;">(any 4 points) (any other relevant details)</p>	
–	–	7	<p><b>HOW TO KEEP A CHECK ON POPULATION</b></p> <p><b>Suggested value points:</b></p> <p>problem</p> <ul style="list-style-type: none"> <li>– population explosion leading to <ul style="list-style-type: none"> <li>○ unemployment</li> <li>○ poverty</li> </ul> </li> </ul> <p>solution</p> <ul style="list-style-type: none"> <li>– literacy for all</li> <li>– job opportunities</li> <li>– women empowerment</li> <li>– government policies</li> <li>– creating awareness of disadvantages</li> </ul> <p style="text-align: center;">(any 4 points) (any other relevant point)</p>	
			<b>OR</b>	
			<p><b>HOW TO MAKE WOMEN FEEL SAFE / any other suitable heading</b></p> <p><b>Suggested value points:</b></p> <p>problem</p> <ul style="list-style-type: none"> <li>– women unsafe</li> <li>– domestic violence / rape / eve teasing / lack of safety in public places</li> </ul> <p>solution</p> <ul style="list-style-type: none"> <li>– inculcate respect for women</li> <li>– implementation of stringent laws</li> <li>– policing should be vigilant and effective</li> <li>– empower women</li> </ul> <p style="text-align: center;">(any 4 points) (any other relevant details)</p>	
			<p style="text-align: center;"><b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b></p> <p><b>NOTE:</b> 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	[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.] <b>Value points:</b>	
(a)	(a)	(a)	– a thing of beauty	1 mark
(b)	(b)	(b)	– pass into nothingness	1 mark
(c)	(c)	(c)	– a pleasant shady place under a tree / a place that offers protection (any 1)	1 mark
(d)	(d)	(d)	– to bear the problems of life / remove the gloom / uplift the mood / remove the sufferings / refresh ourselves (any 1)	1 mark
			OR	
(a)	(a)	(a)	– pain / fear / pain that mother was growing old / fear of separation (any 1)	1 mark
(b)	(b)	(b)	– her mother would get old / die / final separation from mother (any 1)	1 mark
(c)	(c)	(c)	– loved her / pained at seeing the mother growing old / fear of losing her mother (any 1)	1 mark
(d)	(d)	(d)	– hides her feelings from her mother / reassures herself that mother will be fine (any 1)	1 mark
9	9	9	<b>Short answer type questions</b> Distribution of marks: <b>Content:</b>	2 marks
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			<b>Value points:</b>	
(a)	–	–	– full name : Saheb-e-Alam which means Lord of the Universe – is a rag picker, refugee from Bangladesh	3 marks
–	(a)	–	– others got entrapped whereas he was not lured by temptation / free from the rattrap – gave him joy to think ill of the world in this way	3 marks
–	–	(a)	immediate effect – weak and trembling; shook and cried as he lay on bed – couldn't eat – haunting fear – slightest exertion upset him – wobbly in the knees and sick in the stomach subsequent effect – could not go near water for years / strengthened the fear of water – deprived him of joy of canoeing, boating, swimming and fishing (any 1)	3 marks

(b)	–	–	<ul style="list-style-type: none"> <li>– in the unequal fight support of Englishmen would show weakness of heart</li> <li>– cause just / wanted Indian to rely on themselves, and not seek a prop / wanted Indians to be self-reliant</li> </ul>	3 marks
–	(b)	–	<ul style="list-style-type: none"> <li>– amount less important than the fact that landlords had to surrender money and part of prestige</li> <li>– breaking dead lock was more important than amount of money</li> <li>– lesson in self-reliance for Indians / showed Indians they had rights / Britishers not above the law / conquered fear / learnt courage (any 2)</li> </ul>	3 marks
–	–	(b)	<ul style="list-style-type: none"> <li>– received warm welcome / place to stay</li> <li>– porridge for supper</li> <li>– big slice of tobacco roll</li> <li>– played mjolis / cards</li> <li>– crofter confided in him (any 2)</li> </ul>	3 marks
(c)	(c)	(c)	<ul style="list-style-type: none"> <li>– no escape even after death</li> <li>– terrified hands will be ringed with ordeals she was mastered by / still dominated by uncle / male dominated society</li> </ul>	3 marks
(d)	(d)	(d)	<ul style="list-style-type: none"> <li>– education to be related to their life / break open from confined spaces / show children green fields / use nature as teacher / want the rich and powerful (governor, inspector, visitor) to get involved (solve their problems) (any 2)</li> </ul>	3 marks
(e)	–	–	<ul style="list-style-type: none"> <li>– he would die – irony – 10 day old infant speaking / everyone who is born has to die</li> <li>– killed by the tiger (100<sup>th</sup>) – irony death by a toy / wooden tiger's sliver (any 1)</li> </ul>	3 marks
–	(e)	–	<ul style="list-style-type: none"> <li>– said all those who are born will one day have to die</li> <li>– they did not require the predictions of the astrologers for that</li> <li>– it would be some sense if the astrologers could tell the manner of that death</li> <li>– said let tigers beware (any 1)</li> </ul>	3 marks
–	–	(e)	<ul style="list-style-type: none"> <li>– drank milk of English cow / nursed by English nanny / had English tutor / watched English films</li> <li>– uneventful childhood just like any Indian prince during British rule</li> </ul>	3 marks
(f)	–	–	<ul style="list-style-type: none"> <li>– father's chief concern was Sadao's education</li> </ul>	3 marks
–	(f)	–	<ul style="list-style-type: none"> <li>– there may be danger to old general's life; might need operation; so Sadao required</li> <li>– Sadao was perfecting a discovery which would render wounds entirely clean (any 1)</li> </ul>	3 marks

–	–	(f)	– in the US; at Professor Harley’s house, by chance, Professor and wife anxious to do something for foreign students had invited them	3 marks
			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 should be able to justify his or her viewpoint.]	
10	10	10	Distribution of marks: <b>Content</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] <b>Value points:</b>	3 marks
10	10	10	Neglect of Native Language – M. Hamel blamed himself and natives for neglecting French – had given a holiday when he wanted to go fishing – got his flowers watered – parents sent children to work – elders showed regret – sat quietly at back of classroom – M. Hamel appealed that they hold fast to their language a key to their freedom	
			OR	
			– Sophie belonged to weak socio-economic background – escaped from boring working class existence to unrealistic fantasies – reality – earmarked for biscuit factory – dreams of owning boutique / being a manager / actress / fashion designer – dreams and disappointments all in her mind – dream and reality merged when she went to meet Danny Casey – no concrete steps taken to convert dream into reality – lied / fooled everybody with her dreams – dreams are not based on reality – circumstances do not support her (any 3)	
11	11	11	Distribution of marks: <b>Content:</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] <b>Value Points:</b>	3 marks
11	11	11	– Derry bitter / hates world / isolates himself – Mr Lamb not scared or repulsed by his scarred face – He understands Derry and his anguish and doesn’t pity him – doesn’t get angry nor is put off by Derry’s rudeness / doesn’t force him to stay and listen	

			<ul style="list-style-type: none"> <li>– Mr Lamb’s views different from those held by others</li> <li>– makes him realise that being handicapped not a drawback</li> <li>– beauty is relative people are important</li> <li>– Mr Lamb is positive</li> <li>– Mr Lamb opens the world to Derry by telling him to wait, watch, listen</li> </ul> <p style="text-align: center;">(any 2)</p> <p>Turning point</p> <ul style="list-style-type: none"> <li>– Derry ready to face the world and overcome obstacles / returns to Mr Lamb against his mother’s advice</li> <li>– finds courage and strength to get what he wants</li> </ul> <p>(any other relevant point)</p> <p style="text-align: center;">(any 1)</p>	
			OR	
11	11	11	<ul style="list-style-type: none"> <li>– Jo wanted wizard to hit mommy on head and skunk not to smell bad</li> <li>– wanted stupid mommy to be punished</li> <li>– insisted on changed ending next day</li> <li>– Jo felt mother should not impose her will / her action robbed the son of acceptance of peers</li> <li>– wanted Roger to be allowed to choose his own life / get rid of the stink</li> <li>– story with the sad ending was unacceptable</li> <li>– she was looking at the things from child’s perception / friends were more important than family</li> </ul> <p style="text-align: center;">(any 3)</p>	
			<p><b>Q12 &amp; Q 13 – Long Reading Text – Silas Marner / The Invisible Man</b></p> <p><b>[NOTE: Accept any answer that correlates with the novel and seems relevant]</b></p>	
12	12	12	Distribution of marks:	
			<p><b>Content:</b></p>	3 marks
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [1½ ]</p> <p>coherence and relevance of ideas and style [1½]</p>	3 marks
			<p><b>Value Points:</b></p> <p>Griffin</p> <ul style="list-style-type: none"> <li>– unusual appearance, cold, wet, hungry, wanted to be left alone, discouraged Mrs Hall’s conversation, abrupt, mysterious, opens himself to speculation</li> </ul> <p>Mrs Hall</p> <ul style="list-style-type: none"> <li>– excited at seeing Griffin, smart business woman, hospitable (served Griffin herself), talkative, persistent, friendly, curious, Griffin enigmatic to her</li> <li>– Griffin looks peculiar but has money. Mrs Hall pleased at her good fortune, gives him room</li> </ul>	

			OR	
			<ul style="list-style-type: none"> <li>– Silas honest man</li> <li>– faithful member of religious sect in Lantern Yard</li> <li>– William his closest friend, loved Sarah, Silas' fiancé</li> <li>– had cataleptic fit – William thought that Satan visited him</li> <li>– congregation took turns to look after Deacon – Silas found him dead but was accused of murdering him. William framed him.</li> <li>– disillusioned - decided there was no God – left - a loner</li> </ul> <p style="text-align: center;">(any 3)</p>	
13	13	13	Distribution of marks: <b>Content:</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] (deduct ½ a mark for two or more grammatical/spelling mistakes)	3 marks
			<b>Value points:</b>	
			Griffin character sketch <ul style="list-style-type: none"> <li>– genius, scientist gone astray</li> <li>– becomes a menace</li> <li>– aggressive / homicidal / remorseless</li> <li>– no respect for rules / authority</li> <li>– no ethics / looks down upon people</li> <li>– devoid of sense of humanity / conscience</li> <li>– short-tempered / ruthless</li> <li>– went from obsession to fanaticism to greed to insanity</li> </ul> (mention incidents to substantiate) (any 3)	
			OR	
			<ul style="list-style-type: none"> <li>– daughter of Mr Lammeter</li> <li>– married to Godfrey</li> <li>– pretty and caring</li> <li>– remarkable strength of character and high principles</li> <li>– refuses to adopt child</li> <li>– when she comes to know of Eppie being Godfrey's daughter she willingly welcomes her</li> <li>– says if she had known it she would have adopted Eppie – fine, sensitive woman empathises with others</li> <li>– restores moral order</li> <li>– deals with husband's revelation with dignity – deep regret for husband's action</li> <li>– suffering woman who has not got over child's death</li> </ul> <p style="text-align: center;">(any 3)</p>	