



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 **15** 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*

### **General Instructions :**

- This paper is divided into three sections : A, B and C. All the sections are **compulsory**.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*

1. Read the passage given below and answer the questions that follow : 12

- 1 We sit in the last row, bumped about but free of stares. The bus rolls out of the dull crossroads of the city, and we are soon in open countryside, with fields of sunflowers as far as the eye can see, their heads all facing us. Where there is no water, the land reverts to desert. While still on level ground, we see in the distance the tall range of the Mount Bogda, abrupt like a shining prism laid horizontally on the desert surface. It is over 5,000 metres high, and the peaks are under permanent snow, in powerful contrast to the flat desert all around. Heaven Lake lies part of the way up this range, about 2,000 metres above sea-level, at the foot of one of the higher snow-peaks.
- 2 As the bus climbs, the sky, brilliant before, grows overcast. I have brought nothing warm to wear: it is all down at the hotel in Urumqi. Rain begins to fall. The man behind me is eating overpoweringly smelly goats' cheese. The bus window leaks inhospitably but reveals a beautiful view. We have passed quickly from desert through arable land to pasture, and the ground is now green with grass, the slopes dark with pine. A few cattle drink at a clear stream flowing past moss-covered stones; it is a Constable landscape. The stream changes into a white torrent, and as we climb higher I wish more and more that I had brought with me something warmer than the pair of shorts that have served me so well in the desert. The stream (which, we are told,

risers in Heaven Lake) disappears, and we continue our slow ascent. About noon, we arrive at Heaven Lake, and look for a place to stay at the foot, which is the resort area. We get a room in a small cottage, and I am happy to note that there are thick quilts on the beds.

- 3 Standing outside the cottage we survey our surroundings. Heaven Lake is long, sardine-shaped and fed by snowmelt from a stream at its head. The lake is an intense blue, surrounded on all sides by green mountain walls, dotted with distant sheep. At the head of the lake, beyond the delta of the inflowing stream, is a massive snow-capped peak which dominates the vista; it is part of a series of peaks that culminate, a little out of view, in Mount Bogda itself.
- 4 For those who live in the resort, there is a small mess-hall by the shore. We eat here sometimes, and sometimes buy food from the vendors outside, who sell kabab and naan until the last buses leave. The kababs, cooked on skewers over charcoal braziers, are particularly good; highly spiced and well-done. Horse's milk is available too from the local Kazakh herdsmen, but I decline this. I am so affected by the cold that Mr. Cao, the relaxed young man who runs the mess, lends me a spare pair of trousers, several sizes too large but more than comfortable. Once I am warm again, I feel a pre-dinner spurt of energy — dinner will be long in coming — and I ask him whether the lake is good for swimming in.

5 “Swimming ?” Mr. Cao says. “You aren’t thinking of swimming, are you ?”

6 “I thought I might,” I confess. “What’s the water like ?”

7 He doesn’t answer me immediately, turning instead to examine some receipts with exaggerated interest. Mr. Cao, with great off-handedness, addresses the air. “People are often drowned here,” he says. After a pause, he continues. “When was the last one ?” This question is directed at the cook, who is preparing a tray of mantou (squat, white steamed bread rolls), and who now appears, wiping his doughy hand across his forehead. “Was it the Beijing athlete ?” asks Mr. Cao.

On the basis of your understanding of the above passage complete the statements given below with the help of the options that follow :  $1 \times 4 = 4$

(a) One benefit of sitting in the last row of the bus was that

- (i) the narrator enjoyed the bumps.
- (ii) no one stared at him.
- (iii) he could see the sunflowers.
- (iv) he avoided the dullness of the city.

(b) The narrator was travelling to

- (i) Mount Bogda.
- (ii) Heaven Lake.
- (iii) a 2,000-metre high snow-peak.
- (iv) Urumqi.

- (c) On reaching the destination the narrator felt relieved because
- (i) he had got away from the desert.
  - (ii) a difficult journey had come to an end.
  - (iii) he could watch the snow-peak.
  - (iv) there were thick quilts on the beds.
- (d) Mount Bogda is compared to
- (i) a horizontal desert surface.
  - (ii) a shining prism.
  - (iii) a Constable landscape.
  - (iv) the overcast sky.

Answer the questions given below briefly :

$1 \times 6 = 6$

- (e) Which two things in the bus made the narrator feel uncomfortable ?
- (f) What made the scene look like a Constable landscape ?
- (g) What did he regret as the bus climbed higher ?
- (h) Why did the narrator like to buy food from outside ?
- (i) What is ironic about the pair of trousers lent by Mr. Cao ?
- (j) Why did Mr. Cao not like the narrator to swim in the lake ?
- (k) Find words from the passage which mean the same as the following :  $1 \times 2 = 2$ 
  - (i) sellers (Para 4)
  - (ii) increased (Para 7)

- 1 Thackeray reached Kittur along with a small British army force and a few of his officers. He thought that the very presence of the British on the outskirts of Kittur would terrorise the rulers and people of Kittur, and that they would lay down their arms. He was quite confident that he would be able to crush the revolt in no time. He ordered that tents be erected on the eastern side for the fighting forces, and a little away on the western slopes tents be put up for the family members of the officers who had accompanied them. During the afternoon and evening of 20<sup>th</sup> October, the British soldiers were busy making arrangements for these camps.
- 2 On the 21<sup>st</sup> morning, Thackeray sent his political assistants to Kittur fort to obtain a written assurance from all the important officers of Kittur rendering them answerable for the security of the treasury of Kittur. They, accordingly, met Sardar Gurusiddappa and other officers of Kittur and asked them to comply with the orders of Thackeray. They did not know that the people were in a defiant mood. The commanders of Kittur dismissed the agent's orders as no documents could be signed without sanction from Rani Chennamma.
- 3 Thackeray was enraged and sent for the commander of the Horse Artillery, which was about 100 strong, and ordered him to rush his artillery into the Fort and capture the commanders of the Desai's army. When the Horse Artillery stormed into the fort,

Sardar Gurusiddappa, who had kept his men on full alert, promptly commanded his men to repel and chase them away. The Kittur forces made a bold front and overpowered the British soldiers.

- 4 In the meanwhile, the Desai's guards had shut the gates of the fort and the British Horse Artillery men, being completely overrun and routed, had to get out through the escape window. Rani's soldiers chased them out of the fort, killing a few of them until they retreated to their camps on the outskirts.
- 5 A few of the British had found refuge in some private residences, while some were hiding in their tents. The Kittur soldiers captured about forty persons and brought them to the palace. These included twelve children and a few women from the British officers' camp. When they were brought in the presence of the Rani, she ordered the soldiers to be imprisoned. For the women and children she had only gentleness, and admonished her soldiers for taking them into custody. At her orders, these women and children were taken inside the palace and given food and shelter. Rani came down from her throne, patted the children lovingly and told them that no harm would come to them.
- 6 She, then, sent word through a messenger to Thackeray that the British women and children were safe and could be taken back any time. Seeing this noble gesture of the Rani, he was moved. He wanted to meet this gracious lady and talk to her. He even thought

of trying to persuade her to enter into an agreement with the British to stop all hostilities in lieu of an *inam* (prize) of eleven villages. His offer was dismissed with a gesture of contempt. She had no wish to meet Thackeray. That night she called Sardar Gurusiddappa and other leading Sardars, and after discussing all the issues came to the conclusion that there was no point in meeting Thackeray who had come with an army to threaten Kittur into submission to British sovereignty.

On the basis of your understanding of the above passage, complete the statements given below with the help of the options that follow :  $1 \times 2 = 2$

- (a) Thackeray was a/an
- (i) British tourist.
  - (ii) army officer.
  - (iii) advisor to the Rani of Kittur.
  - (iv) treasury officer.
- (b) British women and children came to Kittur to
- (i) visit Kittur.
  - (ii) enjoy life in tents.
  - (iii) stay in the palace.
  - (iv) give company to the army officers.



Answer the following questions briefly :

1×6=6

- (c) Why did Thackeray come to Kittur ?
- (d) Why did Kittur officials refuse to give the desired assurance to Thackeray ?
- (e) What happened to the Horse Artillery ?
- (f) How do we know that the Rani was a noble soul ?
- (g) How, in your opinion, would the British women have felt after meeting the Rani ?
- (h) Why did the Rani refuse to meet Thackeray ?
- (i) Find words from the passage which mean the same as the following :  
1×2=2
  - (i) aggressive/refusing to obey (Para 2)
  - (ii) entered forcibly (Para 3)

- 3.** Read the passage given below and answer the questions that follow : 8

The most alarming of man's assaults upon the environment is the contamination of air, earth, rivers and sea with lethal materials. This pollution is for the most part irrevocable; the chain of evil it initiates is for the most part irreversible. In this contamination of the environment, chemicals are the sinister partners of radiation in changing the very nature of the world; radiation released through nuclear explosions into the air, comes to the earth in rain, lodges into the soil, enters the grass or corn, or wheat grown there and reaches the bones of a human being, there to remain until his death. Similarly, chemicals sprayed on crops lie long in

soil, entering living organisms, passing from one to another in a chain of poisoning and death. Or they pass by underground streams until they emerge and combine into new forms that kill vegetation, sicken cattle, and harm those who drink from once pure wells.

It took hundreds of millions of years to produce the life that now inhabits the earth and reach a state of adjustment and balance with its surroundings. The environment contains elements that are hostile as well as supporting. Even within the light of the sun, there are short-wave radiations with power to injure. Given time, life has adjusted and a balance reached. For time is the essential ingredient, but in the modern world there is no time.

The rapidity of change and the speed with which new situations are created follow the heedless pace of man rather than the deliberate pace of nature. Radiation is no longer the bombardment of cosmic rays; it is now the unnatural creation of man's tampering with the atom. The chemicals to which life is asked to make adjustments are no longer merely calcium and silica and copper and all the rest of the minerals washed out of the rocks and carried in the rivers to the sea; they are the synthetic creations of man's inventive mind, brewed in his laboratories, and having no counterparts in nature.

(a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations (wherever necessary — minimum four) and a format you consider suitable.

5

(b) Write a summary of the passage in about 80 words.

3

4. Your friend, P.V. Sathish, has invited you to attend the wedding of his sister, Jaya. You find that you have an important paper of pre-board examination on the day of the wedding. Thus you cannot attend the event. Write in about 50 words a formal reply to the invitation expressing your regret. You are Puneet/Puneeta Vij, M-114, Fort Road, Chennai.

**4****OR**

You are Vikram/Sonia, an electronics engineer who has recently returned from the U.S. and looking for a suitable job in the IT industry. Draft an advertisement in about 50 words for the Situations Wanted column of a national newspaper. Your contact number is 9193010203.

5. Mountview Public School, Kalka is run by an NGO to give quality education to the children of the deprived sections of society. The Principal of the school feels that blackboards in the classrooms need to be replaced. She decides to ask the chairperson of the NGO named 'Education for All' for funds. Write her letter in 120 – 150 words. Her name is Shweta Pandit.

**6****OR**

National Book Trust organised a week-long book fair at Anna Grounds, Chennai. You visited the fair and bought a few books. You were pleased with the arrangements, enthusiasm of the visitors and the fact that books have not yet lost their relevance in the world of the Internet. Write a letter in 120 – 150 words to the Editor, The Hindu, Chennai to express your feelings. You are Lalit/Latha, 112, Mount Road, Chennai.

6. To have a fair complexion is an obsession in our society. Demand for fair brides in matrimonial columns and sale of fairness creams are evidence enough. Write an article in 150 – 200 words giving your views on ‘Beautiful mind, better than a fair complexion.’ You are Natwar/Nimmi. Use the following clues :

10

- the West, people like to be tanned
- fair complexion, only skin deep
- beautiful mind
- attitude to life
- behaviour in society, etc.

**OR**

Your school is situated near a road intersection. Last week, in the morning, a bus coming at a great speed overturned when it braked suddenly. Senior students of your school rushed out and did everything to save the passengers. You were part of the rescue efforts. Write a report in 150 – 200 words on the accident and your friends’ role, for your school newsletter. You are George/Mary.

7. Holi is a festival of colours. It expresses pure and simple joy. Sometimes we start throwing coloured water and that too on strangers. As the Head boy / girl of your school write a speech in 150 – 200 words that you will deliver in the morning assembly of your school, describing why Holi is played and how it should be played.

10

**OR**

“It is cruel to put stray dogs to sleep.” Write a debate in 150 – 200 words either for or against the motion.

8. Read the extract given below and answer the questions that follow :  $1 \times 4 = 4$

At back of the dim class

One unnoted, sweet and young. His eyes live in a dream,

Of squirrel's game, in tree room, other than this.

- (a) Why is the class dim ?
- (b) How is the young child different from others ?
- (c) What is he doing ?
- (d) What is a tree room ?

**OR**

Aunt Jennifer's fingers fluttering through her wool

Find even the ivory needle hard to pull.

The massive weight of Uncle's wedding band

Sits heavily upon Aunt Jennifer's hand.

- (a) What is Aunt Jennifer doing with her wool ?
- (b) Why does she find it difficult to pull her ivory needle ?
- (c) What does 'wedding band' stand for ?
- (d) Describe the irony in the third line.

9. Answer any **four** of the following questions in 30 – 40 words each : 3×4=12

- (a) How were the parents and M. Hamel responsible for the children's neglect of the French language ?
- (b) How did Douglas' introduction to YMCA pool revive his childhood fear of water ?
- (c) In the last line of the poem, 'My Mother at Sixty-six', why does the poet use the word 'smile' repeatedly ?
- (d) How is total inactivity on the Earth in the winter months full of life ? (Keeping Quiet)
- (e) When did the Maharaja decide to double the land tax for a village ?
- (f) What kind of garden does Mr. Lamb have ? Why does he like it ?

10. Answer the following question in 120 – 150 words : 6

"For the children it is wrapped in wonder, for the elders it is a means of survival." What kind of life do the rag-pickers of Seemapuri lead ?

**OR**

The peddler believed that the whole world is a rattrap. How did he himself get caught in the same ?

11. Answer the following question in 120 – 150 words : 6

In India, the so-called lower castes have been treated cruelly for a long time. Who advised Bama to fight against this prejudice, when and how ?

**OR**

To choose between professional loyalty and patriotism was a dilemma for Dr. Sadao. How did he succeed in betraying neither ?

12. Answer the following question in 120 – 150 words :

6

Attempt a character sketch of Dr. Kemp as a law-abiding citizen.

**OR**

Lammeter sisters have money but not class or education. What do you think about them ?

13. Attempt the following question in 120 – 150 words :

6

Describe the circumstances that led to the unveiling of Griffin's invisibility.

**OR**

How did Dunstan Cass meet his end ?

SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 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. 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)
			<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)no one stared at him	<b>1 mark</b>
(b)	(b)	(b)	(i) Heaven Lake / (ii) Mount Bogda	<b>1 mark</b>
(c)	(c)	(c)	(iv) there were thick quilts on the bed	<b>1 mark</b>
(d)	(d)	(d)	(ii)a shining prism	<b>1 mark</b>
(e)	(e)	(e)	bumpy ride ; man eating overpoweringly smelly goat's cheese; leaking windows ( <b>any two</b> )	$\frac{1}{2} + \frac{1}{2} = 1$ <b>mark</b>
(f)	(f)	(f)	–green ground/ slopes dark with pines/ cattle/ clear steam, moss covered stones	<b>1 mark</b>
(g)	(g)	(g)	– he wished he had brought something warmer than a pair of shorts / the narrator did not carry warm clothes	<b>1 mark</b>
(h)	(h)	(h)	– kababs cooked on skewers over charcoal braziers, were particularly good / highly spiced / well done	<b>1 mark</b>
(i)	(i)	(i)	– several sizes too large but more than comfortable	<b>1 mark</b>
(j)	(j)	(j)	– because people often drowned there	<b>1 mark</b>
(k)	(k)	(k)	i) vendors	<b>1 mark</b>
			ii) exaggerated	<b>1 mark</b>
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)	(ii) army officer	<b>1 mark</b>
(b)	(b)	(b)	(iv) give company to the army officers	<b>1 mark</b>
(c)	(c)	(c)	to crush the revolt / to terrorise the rulers and people of Kittur / to make them lay down arms	<b>1 mark</b>
(d)	(d)	(d)	– no documents could be signed without sanction from Rani Chennamma/people in a defiant mood	<b>1 mark</b>
(e)	(e)	(e)	– repelled and chased / overpowered and chased the British soldiers / completely overrun and routed / some were killed	<b>1 mark</b>
(f)	(f)	(f)	provided food / gave shelter / patted children lovingly /sent a word of their safety / had only gentleness	<b>1 mark</b>
(g)	(g)	(g)	– inspired gratitude/ feeling of respect / thankful / pleased/ relieved / surprised / impressed (any other relevant answer)	<b>1 mark</b>
(h)	(h)	(h)	pointless to meet him as he had come with an army to threaten Kittur into submission	<b>1 mark</b>
(i)	(i)	(i)	i) stormed	<b>1 mark</b>
			ii) defiant	<b>1 mark</b>

3	3	3	<p>Note</p> <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 to 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. 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)	<b>NOTE MAKING</b>	
			<b>Distribution of Marks</b>	
			<b>Title</b>	<b>1 mark</b>
			<b>Content (minimum 3 headings and sub-headings, with proper indentation and notes)</b>	<b>3 mark</b>
			<b>Abbreviations / Symbols (with /without key) – any four</b>	<b>1 mark</b>
			<p><b>NOTE:</b>  <b>Accept the notes and summary in the third person.</b>  <b>Suggested Notes:</b>  <b>Title:</b> Assault on Environment/ Environment vs Man/ Environmental Pollution/ Man-made Pollutants or any suitable title  <b>1. <u>Contaminants of Environment/ Environment Contaminated</u></b>              1.1. Where                  1.1.1. air                  1.1.2. earth                  1.1.3. rivers &amp; seas              1.2. Features                  1.2.1. irreversible                  1.2.2. irrevocable  <b>2. <u>Role of Man</u></b>              2.1. tampering atoms- creating radiation              2.2. creating synthetic material causing chemical pollution  <b>3. <u>Nuclear Pollutants</u></b>              3.1. rad. released through nuc. explosions              3.2. enter earth thru rain              3.3. enter grass and crops              3.4. reach human bones  <b>4. <u>Chemicals Pollutants</u></b>              4.1. sprayed on crops              4.2. enter liv. org.              4.3. kill vegetation              4.4. sicken cattle              4.5. harm those drinking from wells</p>	
(b)	(b)	(b)	<b>Summary</b>	
			<b>The summary should include all the important points given in the notes.</b>	
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>

**Suggested Abbreviations:**  
rad.- radiation  
nuc. nuclear  
thru- through  
liv.- Living  
org.-organism

			<b>SECTION B: ADVANCED WRITING SKILLS</b> <b>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.</b>	
4	-	4	<b>REPLY TO INVITATION</b>	<b>4 marks</b>
			<b>Format</b> 1. sender's address                      2. date 3. receiver's address                    4. subject/ heading 5. opening                                    6. closing	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>Suggested value points:</b> <ul style="list-style-type: none"> <li>thanks for the invitation and congratulation</li> <li>expression of regret.</li> <li>reason for not attending (Pre- Board exams)</li> </ul> any other relevant details <b>(accept both forms- card or letter)</b>	
			<b>OR</b>	
4	-	4	<b>CLASSIFIED ADVERTISEMENT</b>	<b>4 marks</b>
			<b>Format - Heading</b>	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>Heading-SITUATION WANTED</b> <b>Suggested value points:</b> <ul style="list-style-type: none"> <li>qualifications</li> <li>age, nature of job</li> <li>experience</li> <li>returned from the US</li> </ul> <b>(any other relevant point)</b> <b>(any two)</b>	
-	4	-	<b>NOTICE</b>	<b>4 marks</b>
			<b>Format - should include ISSUING AUTHORITY, the word NOTICE, TITLE, DATE and WRITER'S NAME WITH DESIGNATION</b> <b>The candidate should not be penalized if she/he has used capital letters for writing a notice <u>within or without a box</u></b>	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>Suggested value points</b> <ul style="list-style-type: none"> <li>date, venue, time</li> <li>lecture on 'Road Safety'</li> <li>resource person-Inspector of Police(Traffic)</li> <li>all students to assemble in the school auditorium</li> </ul>	
			<b>OR</b>	
-	4	-	<b>POSTER</b>	<b>4 marks</b>
			<b>Format</b>	<b>1 mark</b>
			<b>Content</b>	<b>2 mark</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>Heading and Issuing Authority</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>topic and purpose</li> </ul>	

			<ul style="list-style-type: none"> <li>slogans against dowry</li> <li>awareness at school level</li> </ul> <p><b>(any other relevant point)</b>  <b>NOTE: Also accept names (Vikram/Sonia/ ABC) as issuing authority.</b>  <b>No marks should be deducted in absence of issuing authority.</b></p>	
5	-	5	<b>LETTER</b>	<b>6 marks</b>
			<b>Format</b> 1. sender's address      2. date 3. receiver's address    4. subject/ heading 5. opening                    6. closing	<b>1 mark</b>
			<b>Content</b>	<b>3 marks</b>
			<b>Expression</b>	<b>2 marks</b>
			<b>Suggested value points</b> <ul style="list-style-type: none"> <li>increase in the number of students</li> <li>more offering Computer Science</li> <li>boards damaged</li> <li>black boards need replacement</li> <li>number of boards</li> <li>request to chairperson for funds</li> </ul> <p><b>(any other relevant point)</b></p>	
			<b>OR</b>	
5	-	5	<b>LETTER TO EDITOR</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>description of Book Fair</li> <li>participants</li> <li>visitors</li> <li>positive impact of the fair</li> <li>relevance of books in the world of internet</li> </ul> <p><b>(any other relevant point)</b></p>	<b>6 marks</b>
-	5	-	<b>FORMAL LETTER</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>noise and air pollution</li> <li>plight due to congested road</li> <li>suffering of residents and public</li> <li>consequences of unregulated traffic</li> <li>request for 2 traffic constables</li> <li>ensuring of safety rules</li> </ul> <p><b>(minimum three points to be included)</b></p>	<b>6 marks</b>
			<b>OR</b>	
-	5	-	<b>JOB APPLICATION</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>personal details</li> <li>educational qualifications- degree holder in Physical Education</li> <li>professional training -SAI certified coach in athletics</li> <li>experience</li> <li>references (two) with name, designation and contact details</li> </ul> <p><b>NOTE: The resume can be part of the letter or an enclosure</b></p>	<b>6 marks</b>

6	6	-	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format – Title and writer's name</b>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>WHAT I WANT TO BE IN LIFE / (Any other relevant title)</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>▪ dream(s) to be mentioned</li> <li>▪ what they want to be in life</li> <li>▪ efforts being made</li> </ul> <b>(any other relevant point)</b>	
			<b>OR</b>	
6	6	-	<b>REPORT</b>	<b>10 marks</b>
			<b>Format – Title and writer's name</b>	<b>1 marks</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>▪ date, time, how many participated</li> <li>▪ how you reached the place</li> <li>▪ learning experience of the visit.</li> <li>▪ historical importance of the place</li> </ul> <b>(any other relevant point)</b>	
-	-	6	<b>ARTICLE</b>	<b>10 marks</b>
			<b>BEAUTIFUL MIND, BETTER THAN A FAIR COMPLEXION/(any other relevant heading)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>▪ in the West people like to be tanned</li> <li>▪ fair complexion, only skin deep</li> <li>▪ beautiful mind</li> <li>▪ attitude to life</li> <li>▪ behaviour in society, etc.</li> </ul> <b>(any other relevant point)</b>	
			<b>OR</b>	
-	-	6	<b>REPORT</b>	<b>10 marks</b>
			<b>Road Accident/ ( any other relevant heading)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>▪ date, time, venue</li> <li>▪ nature of accident</li> <li>▪ reason</li> <li>▪ action taken by students of the school</li> <li>▪ rescue operation</li> <li>▪ casualties</li> <li>▪ medical aid provided</li> </ul> <b>(any other relevant point)</b>	
7	-	7	<b>SPEECH</b>	<b>10 marks</b>
			<b>Format (opening address and conclusion)</b>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>

			<b>HOLI</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>▪ why-accept any relevant interpretation</li> <li>▪ how-any relevant points</li> </ul> <b>(any other relevant point)</b>	
			<b>OR</b>	
7	-	7	<b>DEBATE</b>	<b>10 marks</b>
			<b>Format</b> (opening address and conclusion)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>STRAY DOGS</b> <b>NOTE:</b> Students' views to be expressed either ' <u>for</u> ' or ' <u>against</u> ' the topic  <b>Suggested Value Points</b> <u>In favour</u> <ul style="list-style-type: none"> <li>▪ Animal Protection Act</li> <li>▪ ecological balance-all life important</li> <li>▪ dogs known to be faithful protectors</li> </ul> <b>(any other relevant point)</b> <u>Against</u> <ul style="list-style-type: none"> <li>▪ increase in population of dogs</li> <li>▪ stray dog exhibits violence</li> <li>▪ spread diseases</li> <li>▪ dog bites may lead to death</li> <li>▪ traffic hazard</li> </ul> <b>(any other relevant point)</b> <b>(minimum two content points)</b>	
-	7	-	<b>SPEECH</b>	<b>10 marks</b>
			<b>Protection from Mosquitoes</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>▪ mosquitoes dangerous</li> <li>▪ transmit a host of diseases</li> <li>▪ ways to protect against mosquitoes:                             <ul style="list-style-type: none"> <li>○ use of mosquito repellents</li> <li>○ using mosquito nets</li> <li>○ avoiding water stagnation</li> <li>○ wearing trousers and long sleeved shirts</li> <li>○ dressing in light colours.</li> </ul> </li> </ul> <b>(minimum three points to be mentioned)</b>	
			<b>OR</b>	
			<b>DEBATE</b>	<b>10 marks</b>
			<b>GUIDANCE – CAREER COUNSELLOR</b> <b>NOTE:</b> Students' views to be expressed either ' <u>for</u> ' or ' <u>against</u> ' the topic  <b>Suggested Value Points</b> <u>In favour</u> <ul style="list-style-type: none"> <li>▪ an objective guide</li> <li>▪ provides career mapping</li> <li>▪ explores and identifies potential and aptitude</li> <li>▪ provides support and motivation</li> <li>▪ helps boost morale</li> <li>▪ provides analytical vision</li> </ul>	



			<p><u>Against</u></p> <ul style="list-style-type: none"> <li>passion for career important</li> <li>may fail in identifying interest</li> <li>no guarantee of desired outcome</li> <li>multiple career options confusing</li> <li>professional counselling commercialized</li> <li>may not understand students' psychology and individual capabilities</li> </ul> <p><b>(any other relevant points) (minimum two content points)</b></p>	
			<p><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	<p><b>[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></p>	<b>4 marks</b>
a)	a)	a)	<p>pathetic condition of classroom (in slums)/ symbolic of dullness / slum drudgery/ lack of light/ electricity.</p> <p><b>(any one)</b></p>	<b>1 mark</b>
b)	b)	b)	<p>sweet/ loving / lost in his dreams/ no visible impact of poverty/ hope in his eyes/ escaping the grim reality/ positive</p> <p><b>(any one)</b></p>	<b>1 mark</b>
c)	c)	c)	<p>dreaming (of beautiful world / of squirrel's game)</p>	<b>1 mark</b>
d)	d)	d)	<p>squirrel's hole/ a dwelling place in the tree, a plaything</p>	<b>1 mark</b>
			<b>OR</b>	
a)	a)	a)	<p>creating/ embroidering tigers/ working on a panel</p>	<b>1 mark</b>
b)	b)	b)	<p>leading a life of fear/unhappy married life/terrified/lost confidence in herself.</p>	<b>1 mark</b>
c)	c)	c)	<p>oppressive control of her husband/cruel bond of an unhappy marriage/ an example of metonymy, stands for the institution of marriage</p>	<b>1 mark</b>
d)	d)	d)	<p>wedding ring is symbol of conjugal happiness, here it is a burden</p>	<b>1 mark</b>
9	9	9	<p><b>Short answer type questions</b></p> <p><b>Distribution of marks:</b></p> <p><b>Content: 2 marks</b></p> <p><b>Expression : 1 mark</b></p> <p><b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b></p>	<b>12 marks</b>
a)			<p>- as a mark of respect/to bid farewell to M.Hamel for his forty years of service</p> <p>- last day of French class</p> <p>- pay homage to their country which was theirs no more</p> <p>- repented not having attended class/ school</p> <p>- love for their mother tongue</p> <p><b>(any two)</b></p>	<b>3 marks</b>
b)			<p>-Sophie's dreams unrealistic/ unattainable</p> <p>-Jansie knew they were earmarked for biscuit factory</p> <p>-Jansie realistic/practical</p> <p>-could visualize life would be tough/challenging.</p> <p><b>(any two)</b></p>	<b>3 marks</b>
c)			<p>-to drive away pain</p> <p>-fear of separation from her mother</p> <p>-children symbolic of life/ energy/ dynamism/ happiness</p> <p>-to distract from thoughts of her ageing mother.</p> <p><b>(any two)</b></p>	<b>3 marks</b>



d)			<ul style="list-style-type: none"> <li>-whales /sea life wouldn't be harmed</li> <li>-helpful in maintaining ecological balance</li> <li>-person gathering salt would look at his hurt hands</li> <li>- gives everyone time for introspection</li> </ul> <p><b>(any two)</b></p>	<b>3 marks</b>
e)			<ul style="list-style-type: none"> <li>- to reach his aim of killing hundred tigers</li> <li>- only seventy tigers had been killed, no tiger left in his forest</li> <li>- wanted to marry a princess from a kingdom with many tigers</li> </ul>	<b>3 marks</b>
f)			<ul style="list-style-type: none"> <li>-make Roger Skunk realise importance of originality/individuality /identity</li> <li>-Roger Skunk should not be ashamed of his natural attributes</li> <li>-role of a decisive and protective parent (hits the wizard on the head)</li> </ul>	<b>3 marks</b>
-	a)	-	<ul style="list-style-type: none"> <li>-words- 'French will not be taught any longer'</li> <li>-only German to be taught</li> <li>-the new master to arrive/ take charge from the next day</li> </ul> <p><b>(any one)</b></p> <ul style="list-style-type: none"> <li>-Franz was shocked that M. Hamel was leaving</li> <li>-developed sudden love and regard for his books, French and his teacher</li> <li>-regretted his negligence</li> </ul> <p><b>( any one)</b></p>	<b>3 marks</b>
-	b)	-	<ul style="list-style-type: none"> <li>- landed in a sitting position</li> <li>- swallowed too much water</li> <li>- expected to spring up from the bottom of the pool but failed</li> <li>- fear/panic/terror immobilised him</li> <li>- could not swim</li> </ul> <p><b>(any two)</b></p>	<b>3 marks</b>
-	c)	-	<ul style="list-style-type: none"> <li>- fear of mother getting old/ mother may die one day</li> <li>- separation from mother</li> <li>- losing mother</li> </ul>	<b>3 marks</b>
-	d)	-	<ul style="list-style-type: none"> <li>- the seeds lie dormant through Winter</li> <li>- spring to life with the advent of Spring</li> <li>- celebrating life</li> </ul>	<b>3 marks</b>
-	e)	-	<ul style="list-style-type: none"> <li>- Lamb is open hearted</li> <li>- broad minded, welcomes Derry to his garden</li> <li>- Lamb, happy to get someone to talk to in his loneliness</li> <li>- treats him as a friend</li> </ul> <p><b>(any two)</b></p>	<b>3 marks</b>
-	f)	-	<ul style="list-style-type: none"> <li>- had to kill thirty more tigers but no tiger left in the forests of his state (Pratibandapuram )</li> <li>- so decided to get married to a princess of a state with large tiger population</li> </ul>	<b>3 marks</b>
-	-	a)	<ul style="list-style-type: none"> <li>- parents not anxious to have them learn</li> <li>- made them work in fields or at mills</li> </ul> <p><b>(any one)</b></p> <ul style="list-style-type: none"> <li>- M. Hamel made children water his garden during class hours</li> <li>- dismissed classes when he wanted to go fishing.</li> </ul> <p><b>(any one)</b></p>	<b>3 marks</b>
-	-	b)	<ul style="list-style-type: none"> <li>- the sight of the YMCA pool</li> <li>- revived fear/ recollected experience on the beach in California when he was three or four years old</li> <li>- remembered how waves overpowered him despite his father's presence</li> </ul>	<b>3 marks</b>

-	-	c)	<ul style="list-style-type: none"> <li>- to make her mother feel that everything was fine</li> <li>- they would meet soon</li> <li>- she wanted to hide her fears/ feelings</li> <li>- she wanted to put up a brave front</li> </ul> <b>(any two)</b>	<b>3 marks</b>
-	-	d)	<ul style="list-style-type: none"> <li>- the seeds lie dormant through Winter</li> <li>- spring to life with the advent of Spring</li> <li>- celebrating life</li> </ul>	<b>3 marks</b>
-	-	e)	<ul style="list-style-type: none"> <li>- Tiger King was left with one more tiger to complete his target of hundred</li> <li>- a tiger reported near the village</li> <li>- desperate to kill but not able to find, the king got furious</li> <li>- doubled the land tax</li> </ul>	<b>3 marks</b>
-	-	f)	<ul style="list-style-type: none"> <li>- an unkempt garden</li> <li>- both weeds and flowering plants present</li> <li>- crab apple trees with golden and orange fruits ripe &amp; ready</li> <li>- presence of beehives</li> </ul> <b>(any one)</b> <ul style="list-style-type: none"> <li>- gate always open, everyone welcome</li> <li>- many come and talk with him</li> <li>- gives solace to him in his loneliness</li> <li>- enjoyed the warm sunshine/ Nature</li> </ul> <b>( any one)</b>	<b>3 marks</b>
			<b>Q10 &amp; 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.]</b>	
10	10	10	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression : 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½marks]</b> <b>coherence and relevance of ideas and style [1½marks]</b>	<b>6 marks</b>
10	10	10	<ul style="list-style-type: none"> <li>-life of misery &amp; perpetual poverty</li> <li>-live in structures of mud with roofs of tin &amp; tarpaulin</li> <li>-lack of opportunities like education</li> <li>-devoid of sewage, drainage or running water</li> <li>-ration cards that get their names on voters' list and enable them to buy grain.</li> <li>-food is more important than identity</li> <li>-rag picking is prime occupation/their daily bread</li> <li>-one rupee note or coin in garbage sustains hopes/happiness/thrill</li> </ul> <b>( any other relevant point)</b> <b>(any three)</b>	<b>6 marks</b>
			<b>OR</b>	
10	10	10	<ul style="list-style-type: none"> <li>-peddler gets tempted and trapped when he gets easy access to crofter's money</li> <li>-realizes he is in the trap when loses his way in the forest with the few</li> </ul>	<b>6 marks</b>

			<p>kronor in his pocket</p> <p>-again gets caught into the trap with Edla's assurance of Christmas cheer (optional)</p> <p>-repeatedly surrenders to worldly temptations</p> <p>-realises, the world is a rattrap with all its worldly temptations like riches, joys, shelter etc.</p> <p><b>(any other relevant point)</b> <b>(any three )</b></p>	
11	11	11	<p><b>Distribution of marks:</b></p> <p><b>Content: 3 marks</b></p> <p><b>Expression 3 marks</b></p> <p><b>grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b></p>	
11	11	11	<p>-Bama was a victim of social discrimination and realization comes later</p> <p><b>Who advised :</b> Annan, Bama's elder brother</p> <p><b>When :</b> - She narrated in all comic detail the manner in which the elderly man from their street carried the food packet. -Annan revealed the reason/behaviour of higher caste people towards the untouchables. -Bama, agitated, felt sorry and miserable</p> <p><b>How :</b> -Annan advised her to study hard -education, key to community honour/dignity/overcome caste bias <b>(any other relevant point)</b></p>	<b>6 marks</b>
			<b>OR</b>	
11	11	11	<p>- conflict between his duty as a doctor and as a patriotic citizen</p> <p><b>As a professional</b></p> <p>- overcame his prejudice</p> <p>- retained professional loyalty</p> <p>- treated the wounded enemy soldier(American)</p> <p>- cared during recovery period</p> <p><b>As a patriot</b></p> <p>- informed the General about the POW</p> <p>- without reluctance accepted the General's decision to send assassins <b>( any other relevant point)</b></p>	<b>6 marks</b>
			<b>Q12 &amp; Q 13 – Long Reading Text– Silas Marner / The Invisible Man</b> <b>[NOTE: Accept any answer that correlates with the novel and seems relevant]</b>	
12	12	12	<p><b>Distribution of marks:</b></p> <p><b>Content: 3 marks</b></p>	<b>6 marks</b>

			<b>Expression 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b>	
12	12	12	<ul style="list-style-type: none"> <li>- scientist, fellow student of Griffin, no risk to mankind</li> <li>- denounces Griffin</li> <li>- informs Colonel Adye about Griffin's presence and plans</li> <li>- agrees to act as a bait to trap Griffin</li> <li>- puts duty before self</li> <li>- refuses to be part of Griffin's 'Reign of Terror'</li> </ul> <p><b>(any other relevant point)</b> <b>(any three)</b></p>	<b>6 marks</b>
			<b>OR</b>	
			<ul style="list-style-type: none"> <li>- daughters of a rich person (Mr. Lammeter)</li> <li>- no education</li> <li>- virtuous country girls</li> </ul> <p><b>- Nancy</b>  <ul style="list-style-type: none"> <li>- is beautiful, sticks to ethics</li> <li>- wants to make people around her happy, caring, has firm ideas</li> <li>- is emotionally dependent on Priscilla</li> </ul> </p> <p><b>- Priscilla</b>  <ul style="list-style-type: none"> <li>- is plain, worldly wise, skilled and self-confident, manages farm and dairy, careful about good and bad,</li> <li>- refuses to adopt one after the death of her own child</li> <li>- has the ability to laugh at herself, is hard working</li> </ul> </p> <p><b>(any other relevant point)</b> <b>(any three)</b></p>	<b>6 marks</b>
13	13	13	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression: 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	
13	13	-	<ul style="list-style-type: none"> <li>- Griffin exhausted all money</li> <li>- needed money for research and to pay Mrs. Hall</li> <li>- very early, before dawn on Whit Monday left the inn and entered vicarage</li> <li>- being invisible he was not seen by the vicar and his wife</li> <li>- entered the study, opened the drawers, searched and stole money</li> <li>- left the vicarage without being seen</li> </ul> <p><b>(any other relevant point)</b></p>	
			<b>OR</b>	

			<ul style="list-style-type: none"> <li>-cobbler's wife – a fit of dropsy</li> <li>-Silas's own mother, suffered same ailment</li> <li>- knowledge of herbs</li> <li>- treated and cured Sally</li> <li>- villagers accepted him</li> <li>- refused their further requests</li> <li>- people changed their opinion</li> <li>- became suspicious of him</li> <li>- stayed away from him</li> </ul> <p><b>(any other relevant point)</b> <b>(any three)</b></p>	
-	-	13	<ul style="list-style-type: none"> <li>- news of burglary at the vicarage spreads</li> <li>- Mrs. and Mr. Hall find Griffin missing</li> <li>- find clothes/ bandages lying in the room</li> <li>- furniture behaves strangely, attacks Mrs. Hall</li> <li>- petrified Mrs. Hall and Mr. Hall escape</li> <li>- suddenly Griffin emerges, asks for food</li> <li>- Mrs. Hall reminds him about the bill and wants explanation</li> <li>- uncontrollable rage of Griffin, removes artificial nose, spectacles, whiskers and bandages</li> <li>- appears headless - reality unveiled</li> <li>- Mr. Jaffers, village constable, comes to arrest</li> <li>- leads to fight</li> <li>- Griffin removes remaining clothes</li> <li>- Griffin escapes taking advantage of his invisibility</li> </ul> <p><b>(any other relevant point)</b></p>	
			<b>OR</b>	
-	-	13	<ul style="list-style-type: none"> <li>- kills Godfrey's horse Wild Fire at stake</li> <li>- plans to borrow money from Silas</li> <li>- finds the cottage of Silas empty</li> <li>- steals Silas's gold, goes out</li> <li>- falls into the Stone Pit, drowns and dies</li> <li>- when water drained from Stone Pit skeleton found wedged between stones</li> </ul> <p><b>(any other relevant point)</b></p>	