

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

JULY 2017

MARKING SCHEME

ENGLISH ELECTIVE (C) (101)

GENERAL INSTRUCTIONS

1. THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS FOR THE ANSWERS. THESE ARE ONLY GUIDELINES AND DO NOT CONSTITUTE THE COMPLETE ANSWER. THE STUDENTS CAN HAVE THEIR OWN EXPRESSION AND IF THEIR EXPRESSION IS CORRECT, THE MARKS SHOULD BE AWARDED ACCORDINGLY.
2. ANSWER SCRIPTS SHOULD NOT BE GIVEN TO THE EVALUATORS FOR EVALUATION UNTIL AND UNLESS THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM IN A GROUP OR INDIVIDUALLY ON THE FIRST DAY OF EVALUATION.
3. THE HEAD EXAMINER MUST GO THROUGH THE FIRST TEN ANSWER SCRIPTS EVALUATED BY EACH EVALUATOR TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE MARKING SCHEME. THE REMAINING ANSWER SCRIPTS MEANT FOR EVALUATION SHALL BE GIVEN ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF INDIVIDUAL EVALUATORS.
4. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME. IT SHOULD NOT BE DONE ACCORDING TO ONE'S OWN INTERPRETATION OR ANY OTHER CONSIDERATION. HOWEVER, THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS AND DOES NOT CONSTITUTE THE COMPLETE ANSWER.
5. IF A QUESTION HAS PARTS, PLEASE AWARD MARKS ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED FOR DIFFERENT PARTS OF THE QUESTION SHOULD BE TOTALLED UP AND WRITTEN IN THE LEFT HAND MARGIN AND CIRCLED.
6. IF A QUESTION DOES NOT HAVE PARTS, MARKS MUST BE AWARDED IN THE LEFT HAND MARGIN.
7. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION IN THE MARKING SCHEME THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED. THIS IS A MANDATORY REQUIREMENT.
8. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT

WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.

9. IF A CANDIDATE HAS ATTEMPTED AN EXTRA QUESTION, ANSWER TO THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
10. IF A STUDENT WRITES A SINGLE WORD IN RESPONSE TO A SHORT ANSWER TYPE QUESTION AND IT CONSTITUTES THE CORE OF THE ANSWER IT SHOULD BE ACCEPTED AND AWARDED FULL MARKS.
11. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE AS AN ANSWER TO A QUESTION, NO MARKS SHOULD BE DEDUCTED FOR THIS SO LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT ESPECIALLY IN Q.1 (SECTION A) AND Q.8 (SECTION C).
12. SOME OF THE QUESTIONS MAY RELATE TO HIGHER ORDER THINKING SKILLS. THESE QUESTIONS ARE TO BE EVALUATED CAREFULLY AND THE STUDENT'S UNDERSTANDING / ANALYTICAL ABILITY MAY BE JUDGED.
13. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS ARE TO BE DEDUCTED FOR EXCEEDING THE WORD LIMIT.
14. A FULL SCALE OF MARKS 0 - 100 IS TO BE USED. IN CASE AN ANSWER BOOK DESERVES 95 MARKS AND ABOVE, MARKS ARE TO BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN IN THE GUIDELINES FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 5 – 6 HOURS EVERY DAY AND EVALUATE 20 – 25 ANSWER BOOKS AND SHOULD DEVOTE A MINIMUM OF 15 – 20 MINUTES TO EVALUATE EACH ANSWER SCRIPT.

	<b>SECTION A (READING)</b>	<b>TOTAL MARKS 20</b>
<b>1</b>	<b>COMPREHENSION PASSAGE</b>	<b>10 MARKS</b>
	The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. <b>Please do not hesitate to award full marks if the answer deserves it.</b>	
	<b>Objective:</b> To identify and understand main parts of the text. <b>Note:</b> No penalty for spelling and grammatical errors Full marks to be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. Accept any other answer equivalent in meaning to the answers given below.	
1.1 (a)	- no face to face chat - more interested in on-line life	$\frac{1}{2} + \frac{1}{2}$ mark
(b)	- buying a home - getting good grades - getting promotion - health issues (any two)	$\frac{1}{2} + \frac{1}{2}$ mark
(c)	- online abuse - too much importance to social media-no. of likes / selfies / followers etc. (any one)	1 mark
(d)	- personal interaction as social media is not reliable	1 mark
(e)	- worried about no. of likes / followers etc. - just posting own observations & opinions - more concerned about profile on social media (any two)	$\frac{1}{2} + \frac{1}{2}$ mark
(f)	- not possible to do everything to your best all the time - becoming irritable, impatient due to overdependence on technology	$\frac{1}{2} + \frac{1}{2}$ mark
1.2 (a)	(ii) remember	1 mark
(b)	(i) tensions	1 mark
(c)	(i) to put on line	1 mark
(d)	(iii) devices	1 mark
<b>2</b>	<b>NOTE MAKING</b> <b>Objective:</b> 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.	<b>10 marks</b>
(a)	Distribution of Marks <b>Abbreviations /Symbols</b> (with / without key) – minimum four <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes) <b>Title</b>	1 mark 4 marks 1 mark

	<p><b>IMPORTANT INSTRUCTIONS</b></p> <p>The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes. Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>	
	<p>Note:</p> <ul style="list-style-type: none"> <li>• If a student has attempted only the summary or the notes, due credit should be given.</li> <li>• 1 mark allotted for the title to be given if the student has written the title either in Q. (a) or Q. (b)</li> </ul>	
	<p><b>Title:</b> Modern Food / Modern Food and its impact on health / Any other relevant title</p>	
	<ol style="list-style-type: none"> <li>1. reasons for eating food now-a-days       <ol style="list-style-type: none"> <li>1.1 taste</li> <li>1.2 <u>presentn.</u></li> <li>1.3 entertainment value</li> </ol> </li> <li>2. restaurant food       <ol style="list-style-type: none"> <li>2.1 mixture of refined flour, oil &amp; sugar</li> <li>2.2 pasta, noodles, pizzas, burgers, naan, roomali roti <u>etc.</u></li> <li>2.3 vegetarian food           <ol style="list-style-type: none"> <li>2.3 (a) <u>ov'rcook'd</u></li> <li>2.3 (b) lot of cornstarch &amp; fat</li> </ol> </li> </ol> </li> <li>3. <u>soln.</u> for losing <u>wt.</u> <ol style="list-style-type: none"> <li>3.1 follow health plan</li> <li>3.2 not eat less</li> <li>3.3 choose food correctly</li> </ol> </li> <li>4. fats in diet       <ol style="list-style-type: none"> <li>4.1 raw material for many hormones</li> <li>4.2 influence vital aspects of body           <ol style="list-style-type: none"> <li>4.2 (a) <u>B.P.</u></li> <li>4.2 (b) pain sensitivity</li> </ol> </li> <li>4.3 good sources of fat           <ol style="list-style-type: none"> <li>4.3 (a) walnuts</li> <li>4.3 (b) almonds</li> <li>4.3 (c) tulsi seeds</li> </ol> </li> <li>4.4 <u>rt.</u> fat intake good for           <ol style="list-style-type: none"> <li>4.4 (a) <u>conc.</u></li> <li>4.4 (b) memory</li> <li>4.4 (c) ability to calculate</li> </ol> </li> <li>4.5 lack of <u>rt.</u> fats           <ol style="list-style-type: none"> <li>4.5 (a) <u>depressn.</u></li> <li>4.5 (b) mental disorders</li> </ol> </li> </ol> </li> </ol>	

	<b>Suggested abbreviations:</b>	
	<p>presentn. – presentation                      &amp; - and  etc. – etcetra                                      rt. - right  ov'rcook'd – overcooked                      conc. - concentration  soln. – solution                                    depressn. - depression  B.P. – blood pressure                            wt. - weight</p>	
	<b>Note:</b> 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.	
	<b>SUMMARY</b> <b>Objective:</b> 1. To expand notes (headings and sub-headings) into a summary. 2. To test the ability of extraction.	<b>4 marks</b>
	Distribution of Marks <b>Content</b> <b>Expression</b>  Note: The summary should cover all the important points in the notes.	3 marks 1 mark
	<b>SECTION B: (WRITING AND GRAMMAR)</b>	<b>40 marks</b>
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.	
<b>3</b>	<b>CLASSIFIED ADVERTISEMENT – Situation Vacant</b>  <b>Objective:</b> To use an appropriate style.	<b>4 marks</b>
	<b>Format:</b> (Title – 1/2 mark, Contact Details – 1/2 mark)	1 mark
	<b>Content</b>	2 marks
	<b>Expression</b> Grammatical accuracy and correct spelling	1 mark
	<b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- the vacancy of receptionist</li> <li>- qualification</li> <li>- communicative skills</li> <li>- computer savvy</li> <li>- pleasing personality</li> <li>- best emoluments</li> <li>- how to apply</li> <li>- contact details <ul style="list-style-type: none"> <li>• address</li> <li>• e-mail id</li> <li>• phone number</li> </ul> </li> </ul>	
	<b>OR</b>	
	<b>INVITATION – Literary Fair</b>	<b>4 marks</b>

	<b>Format:</b> (Title – 1/2 mark, Contact Details – 1/2 mark)	1 mark
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
	<b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- what is happening</li> <li>- where</li> <li>- when – date and time</li> <li>- requesting presence</li> <li>- special highlights of the programme</li> <li>- confirmation</li> <li>- contact details</li> </ul> (any other relevant details)	
<b>4.</b>	<b>LETTER WRITING</b>	<b>6 marks</b>
	<b>LETTER TO EDITOR:</b> Inadequate safety measures <b>Objective:</b> To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	<b>Format</b> <ol style="list-style-type: none"> <li>1. Sender's address</li> <li>2. Date</li> <li>3. Receiver's address</li> <li>4. Subject</li> <li>5. Salutation</li> <li>6. Body of the letter</li> <li>7. Closing</li> <li>8. Sender's signature / name</li> </ol>	1 mark
	<b>Content</b>	<b>3 marks</b>
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (1) Coherence and relevance of ideas and style (1)	<b>2 marks</b>
	<b>Suggested Value Points:</b> <ul style="list-style-type: none"> <li>- introduction               <ul style="list-style-type: none"> <li>• organising celebrations most challenging ; requires careful planning</li> <li>• celebrations turn tragic and</li> </ul> </li> <li>- lead to               <ul style="list-style-type: none"> <li>• burns / accidents / fights / injuries</li> <li>• careless and casual approach</li> <li>• lax rules</li> <li>• light punishment for serious lapses</li> <li>• create awareness and respect for law</li> </ul> </li> </ul> (any other relevant point)	
	<b>OR</b>	
	<b>LETTER OF COMPLAINT:</b> Faulty Gym Equipment	
	<b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- details of the purchased product               <ul style="list-style-type: none"> <li>• bill number</li> <li>• model number</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• brand</li> <li>• date of purchase etc.</li> <li>- mention the complaint <ul style="list-style-type: none"> <li>• imbalance</li> <li>• auto decline</li> <li>• not working properly.</li> <li>• inbuilt fault</li> <li>• manufacturing defect etc.</li> </ul> </li> <li>- replace / refund</li> <li>- quick action wanted</li> <li>- any other relevant detail</li> </ul>	
<b>5</b>	<b>REPORT WRITING</b> <b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	<b>10 marks</b>
	<b>Format:</b> title / heading, writer's name	1 mark
	<b>Content:</b>  (LITERARY WEEK) <ul style="list-style-type: none"> <li>- details of the event-when, where, occasion, theme etc.</li> <li>- details of invitees-chief guest, other eminent personalities</li> <li>- opening ceremony</li> <li>- types of events</li> <li>- prize distribution</li> <li>- closing ceremony</li> </ul> (any other relevant details)	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spellings (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	<b>OR</b>	
	<b>SPEECH WRITING</b> <b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	<b>10 marks</b>
	<b>Format:</b> greeting and thanking	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	<b>Suggested Value Points</b>  (VIOLENT VIDEO GAMES) <ul style="list-style-type: none"> <li>- violent video games, a craze</li> <li>- negative influence on mind</li> <li>- feeling of unrest</li> </ul>	

	<ul style="list-style-type: none"> <li>- trigger aggression, anger</li> <li>- children imitate action and dialogues</li> <li>- indiscipline</li> <li>- solutions               <ul style="list-style-type: none"> <li>• control playing</li> <li>• counselling</li> <li>• nullify bad influence</li> <li>• create awareness</li> </ul> </li> </ul> <p>(any other relevant point)</p>	
<b>6</b>	<b>ARTICLE WRITING</b> <b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	<b>10 marks</b>
	<b>Format:</b> Title / heading and name of writer	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	(KILLING OF STRAY DOGS) <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- Introduction to the topic               <ul style="list-style-type: none"> <li>• why stray dogs are a menace</li> <li>• dangerous packs</li> <li>• violent and unpredictable</li> <li>• attack people – without provocation</li> <li>• a threat</li> </ul> </li> <li>- Solutions               <ul style="list-style-type: none"> <li>• sterilization</li> <li>• adoption</li> <li>• training by dog trainers</li> <li>• awareness of dog’s basic nature</li> </ul> </li> </ul> <p>(any other relevant details)</p>	
	<b>OR</b>	
	(FREEDOM OF SPEECH) <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- introduction               <ul style="list-style-type: none"> <li>• what is freedom of speech</li> <li>• misunderstood concept</li> <li>• can hurt feelings of others</li> <li>• interpretation of freedom of speech varies</li> <li>• different cultures and ideologies</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>• intolerance</li> <li>• unrest, violence, riots etc.</li> <li>- solutions <ul style="list-style-type: none"> <li>• co-existence</li> <li>• acceptance and tolerance</li> <li>• a balanced approach</li> <li>• mature outlook</li> <li>• responsible attitude</li> </ul> </li> </ul> <p>(any other relevant point)</p>											
<b>7 (A)</b>	<b>REARRANGING</b> <b>Objective:</b> To read and arrange words and phrases into meaningful sentences	<b>3 marks</b>										
(i)	Bollywood actors have a huge social responsibility.	1 mark										
(ii)	Their popularity should be used positively for society.	1 mark										
(iii)	They should weigh every word before speaking.	1 mark										
<b>7 (B)</b>	<b>DIALOGUE WRITING :</b> <b>Objective:</b> To understand the context and construct meaningful dialogues <b>Marking:</b> $\frac{1}{2}$ mark for every correct dialogue provided it is accurately and appropriately expressed <b>Note:</b> The input need not be in Question and Answer form but could also be observation and response. Any logical use of input in three exchanges should be awarded marks even if a few points of input are left out. The dialogues can be interrogative or affirmative.  a(i) How long have you been getting training for it? a(ii) I have been getting training for several years.  b(i) Did you feel any nervousness before the match? b(ii) Yes, I was nervous.  c(i) What were your feelings after the match? c(ii) Oh! I was feeling on top of the world.	<b>3 marks</b>										
<b>7 (C)</b>	<b>EDITING</b> <b>Objective:</b> To use grammatical items appropriately. <b>Marking:</b> $\frac{1}{2}$ a mark each <b>Note:</b> <ul style="list-style-type: none"> <li>- If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded.</li> <li>- If only the correct words are given, marks should be awarded.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">ERROR</td> <td style="text-align: center;">CORRECTION</td> </tr> <tr> <td>(a) of</td> <td>in</td> </tr> <tr> <td>(b) was</td> <td>is</td> </tr> <tr> <td>(c) depending</td> <td>depend</td> </tr> <tr> <td>(d) responsibility</td> <td>responsible</td> </tr> </table>	ERROR	CORRECTION	(a) of	in	(b) was	is	(c) depending	depend	(d) responsibility	responsible	<b>4 marks</b>
ERROR	CORRECTION											
(a) of	in											
(b) was	is											
(c) depending	depend											
(d) responsibility	responsible											

<b>SECTION C: LITERATURE</b>		<b>40 marks</b>
<b>8</b>	<p><b>Reference to Context</b></p> <p>Under Section C (Q.8), questions have been designed to test a student's understanding of the poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.</p> <p><b>Objective:</b> To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.</p> <p><b>Value Points:</b></p>	<b>10 marks</b>
8(a) (i)	soldiers / men who went out into the battlefield (any one)	1 mark
(ii)	war	1 mark
(iii)	unstable /confused / scared (any one)	1 mark
(iv)	because although they are young, they look older with scared faces / immature / inexperienced (any one)	1 mark
(v)	<ul style="list-style-type: none"> <li>- trying to regain normalcy</li> <li>- learning to stand on their feet again</li> <li>- trying to cope with their present life</li> </ul>	1 mark
8(b) (i)	Ode to Autumn by John Keats	1 mark
(ii)	- autumn / autumn personified as a women	1 mark
(iii)	- sitting by the cider press and watching juice come out	1 mark
(iv)	- refers to the last drop of juice coming out of the cider press	1 mark
(v)	- to maintain her balance	1 mark
<b>9</b>	<b>Objective:</b> To test students' comprehension of drama -local and Global	<b>4 marks</b>
	<b>Content</b>	3 marks
	<b>Expression</b>	1 mark
(a)	<ul style="list-style-type: none"> <li>- greed motivated Mr. White to have the monkey's paw</li> <li>- made first wish, wish fulfilled although son died</li> <li>- hope for something better</li> <li>- curious</li> <li>- to improve their life financially although they knew the consequences - already had been warned</li> </ul>	
<b>OR</b>		
(b)	<ul style="list-style-type: none"> <li>- Lord Weston hardworking, diligent but his overreaction to useless details makes him act ridiculously – holding rusty pistol and dipping package under books</li> <li>- is forgetful and writes badly – himself wrote “ Remember Caesar” and forgets about it</li> <li>- lacks ability to introspect and analyse things in a rational</li> </ul>	

	manner	
<b>10</b>	<b>Objective:</b> To test students' comprehension of prose-local and Global	<b>16 marks</b>
<b>10 (A)</b>	<b>Content Expression</b>  Answer any two: (80-100 words)	<b>10 marks</b> 3marks 2 marks
(i)	<ul style="list-style-type: none"> <li>- to continue communication channel with daughter</li> <li>- educate her regarding the world</li> <li>- to give strength to her to face changing times</li> <li>- to face challenges and learn and prepare for future</li> </ul>	
(ii)	<ul style="list-style-type: none"> <li>- Yes</li> <li>- message to parents – physically challenged children deserve, need and demand unconditional love of parents, especially mother</li> <li>- parents not able to understand the child's desire to be accepted for what she is without being compared – Marian feels a sense of inadequacy and unhappiness</li> <li>- yes, there is remorse – mother realised her mistake, resolves to give all her love without reservation</li> <li>- put an end to her foolish longings.</li> </ul>	
(iii)	<ul style="list-style-type: none"> <li>- both actors, excelled in comic roles, favoured equally by audience, friends but arch rivals, suitors for the same lady.</li> <li>- Robichon played the role of public executioner in place of Roux - kept audience spellbound and won appreciation.</li> <li>- Quinquart – planned to trap him by inviting as Marquis de Thevenin – played his role superbly well and outwitted Robichon – duped Robichon who duped the audience</li> <li>- Quinquart is truly the winner as it was a contest and both played to win.</li> <li>- Robichon proved to be a gentleman at the end but Quinquart being smarter, deserved to win.</li> </ul>	
<b>10 (B)</b>	<b>Content Expression</b>  Answer any one: (120-150 words)	<b>6 marks</b> 4 marks 2 marks
	<ul style="list-style-type: none"> <li>- room for the boy signifies his own small place under the sun, freedom, privacy, space, individuality; used to live in a big room but shared with brothers and sisters.</li> <li>- beggar's wisdom helped him realise 'no magic formula, should not expect too much too quickly, constant efforts, single mindedness and perseverance are the keys to success.</li> </ul>	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- present culture, science, knowledge are gifts of past.</li> <li>- should learn from past and face the future bravely</li> <li>- sometimes past keeps a tight grip over us – outdated and irrelevant ideas bind us.</li> </ul>	

	<ul style="list-style-type: none"> <li>- have to struggle, get free and advance into future.</li> <li>- future invites and throws challenges</li> <li>- must work towards a better future bravely and with optimism</li> </ul>	
<b>11</b>	<b>Extended Reading: Novel</b>	<b>10 marks</b>
	Distribution of Marks: <b>Content</b> <b>Expression</b>	6 marks 4 marks
	<b>Value Points:</b>	
	<ul style="list-style-type: none"> <li>- solitary weaver, reclusive</li> <li>- neighbours look at him with suspicion and curiosity – doesn't mix with villagers</li> <li>- odd physical appearance, bent, strange frightening eyes, looks older than his age</li> <li>- has knowledge of medicinal herbs</li> <li>- kind at heart, a miser but not selfish, love for money is a product of spiritual desolation.</li> </ul>	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- betrayed by his best friend William Dane who wants to marry Sara – falsely accuses him of stealing a church money pouch</li> <li>- Silas loses faith in God – rejects humanity - Lantern Yard – ironic name as there is more spiritual darkness than illumination</li> <li>- leaves Lantern Yard dejected and disheartened</li> </ul>	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- conscience of society needs to work on ethics of science – science to be used for the benefit of mankind and not for realising personal ambition ; destructive tendencies back-fire; unbridled ambition proves one's undoing–responsible for father's death, robbery at Vicarage, burning of the lodge, wanted to spread 'reign of terror'</li> </ul>	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- ambitious scientist – wants fellowship to Royal Society</li> <li>- tall and slender</li> <li>- focussed, industrious, reserved, disciplined, idealistic, respectable</li> <li>- law abiding – a contrast to Griffin – uses science for serving people - alerts authorities about Griffin's plan</li> <li>- has presence of mind and is tactful – plans made with Colonel Adye to catch Griffin</li> <li>- kind hearted – at the end asked attacking people to leave the dying Griffin, feels sorry for not being able to persuade Griffin to give up his evil designs</li> <li>- (any four to five points)</li> </ul>	