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SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2018
MARKING SCHEME

ENGLISH CORE (301) CLASS XII

GENERAL INSTRUCTIONS

1. 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.

2. 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.

3. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.

4. 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.

5. 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 (LITERATURE) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN LINES / 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.

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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. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.

16. 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 THE DETAILS 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 MUST CONDUCT A MOCK EVALUATION EXERCISE ON THE FIRST DAY OF EVALUATION TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE NORMS AND INSTRUCTIONS OF CBSE. FORMAL EVALUATION IS TO BEGIN FROM DAY-2 (GROUP EVALUATION) ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF EVALUATORS, AS PER THE EXERCISE CARRIED OUT DURING MOCK EVALUATION.

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 GIVE 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 EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.

5. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 8 HOURS EVERY DAY AND EVALUATE 25-30 ANSWER BOOKS INDIVIDUALLY AND 50-60 ANSWER BOOKS IN PAIRS.

6. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S

90 AND ABOVE
72–74
28–32

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1/1	SUGGESTED VALUE POINTS	2018
	SECTION A: READING	
1	**COMPREHENSION PASSAGE** **NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.**	**12 marks**
(a)	(iii) it is believed that the plants bring the rain	1 mark
(b)	(i) it tells them when to sow and when to harvest.	1 mark
(c)	(i) it brings mud and sickness with it	1 mark
(d)	(iii)the crops need the sun and heat to ripen	1 mark
(e)	rain falls five months a year in Nagaland / it is ignorant to think that it is the same rain falling everyday/ because rain is always doing different things at different times/ tells them when to sow and harvest/ rain may be gentle and rain that is too hard, damages crops	1 mark
(f)	announces the end of the rain	1 mark
(g)	season of weeklong rains (when clothes don't dry, fungus forms on the floor) / cannot see the moon or the stars because of rain clouds/ big rain in May/rain in May accompanied with lightning and thunder	1 mark
(h)	agriculture/farming	1 mark
(i)	-city people dislike monsoon/find it depressing because of landslide, muddy streets, periodic infections -farmers remain grateful for the rainy days	½ +½=1 mark
(j)	a few weeks before the harvest/ at the end of October	1 mark
(k)	i) blossoming / to bloom	1 mark
	ii) incessant / continuous	1 mark
2	**COMPREHENSION PASSAGE** **NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.**	**10 marks**
(a)	(iii) cycling on the stationary bike	1 mark
(b)	(ii) the brain is strengthened by multiplying them	1 mark
(c)	acts as fertilizer for the brain/ creates rich capillary beds not only in leg and hip muscles but also in the brain/ multiplication of nerve cells/ release of neurotransmitters/ faster functioning / more oxygen and nutrients to the brain	1 mark
(d)	gives his brain an extra boost /enjoys benefits of cycling / can score higher on tests of memory, reasoning and planning/ can complete tests faster after pedalling	1 mark
(e)	act as messengers between brain cells/ cells can communicate with each other for better, faster functioning	1 mark
(f)	elevates mood / relieves anxiety/ increases stress, resistance/ banishes the blues/ prevents depression	½ +½=1 mark
(g)	sharpens memory /increases concentration levels/ enhances fluid thinking /enhances problem solving ability/ restores and protects the brain cells	1 mark

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(h)	When one first exercises, body releases a particular hormone to raise heart rate, blood pressure, blood glucose levels.	1 mark
(i)	i) fertiliser	1 mark
	ii) sedentary	1 mark
3	**Note** **• If a student has attempted only summary or only notes, due credit should be given.** **• 1 mark allotted for the title to be given, even if a student has written the title either in Q3(a) or Q3(b)** **• Content must be divided into headings and sub-headings** 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. Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.	**8 marks**
(a)	**NOTE MAKING** Distribution of Marks **Title & Indentation** **Content** (minimum 3 headings and sub-headings, with proper indentation and notes) **Abbreviations / Symbols** (with /without key) – any four	5 marks 1 mark 3 mark 1 mark
	NOTE: Accept the notes and summary in the third person **Suggested Notes:** **Title:** Waste Management: Some Facts or **any other suitable title**. 1. Reasons for keeping cities clean 1.1 to keep the residents healthy 1.2 health depends on 1.2.1 personal cleanliness 1.2.2 cleanliness of city 1.3. to prevent spread of dengue and chikun. 1.4. to prevent deterioration of public health conditions in cities (any two) 2. Reasons for waste management 2.1 helps keep cities clean 2.2 being promoted through SBM 2.3 earlier began and stopped with brooms and dustbin 2.4 to sensitize imp^{ce}. of waste separation (any two) 3. Challenges of waste management 3.1 has received less attn. 3.2 focus only on waste management for energy 3.3 no focus on W.M. for health 3.4 biodegradable being mixed with solid waste 3.5 processing & treatment of solid waste 3.6 safe disposal of residuals in scientific landfills (any three)	

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	4. Benefits of organic manure 4.1 supplement of chem. fertilisers. 4.2 drought-proofing 4.3 makes roots stronger 4.4 free 4.5 rich in org. Carbon 4.6 requires less water (any three) 5. Benefits of city compost 5.1 weed-free 5.2 more productive fields 5.3 chemical inputs avoided 5.4 less labour cost (any two) 6. Benefits of plastic roads 6.1 withstand monsoon damage 6.2 solve city problem of plastic disposal 6.3 free lands from dumping waste (any two) **Suggested Abbreviations/Symbols** chikun- chikungunya SBM- Swachh Bharat Mission transp^{ts}.- transports attn.- attention imp^{ce}.- importance &- and chem.- chemical org.-organic W.M.- waste management	
(b)	**Summary** The summary should include all the important points given in the notes.	3 marks
	Content	2 marks
	Expression	1 mark
	SECTION B: ADVANCED WRITING SKILLS **NOTE: The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.**	
4	**FORMAL INVITATION**	**4 marks**
	As an Invitation Card **Format-to be included in the content marks** **Content** **Expression** **Suggested value points** – **name of host-**Faiz/Falak Mazumdar – **occasion-** grand dinner to felicitate grandparents on their golden wedding anniversary – **date, time, venue** – **any other relevant details**	2+1 marks 1 mark

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	– **RSVP /** with best compliments from friends and relatives **Note-**use of third person pronoun **(As an Invitation Letter)** **Format-** place, date, salutation (invitee – Dear Uncle/ Aunt/ family member/ members or any other should be accepted) & closure (Yours affectionately or any other suitable) **Content** **Suggested value points** -invitation to attend wedding anniversary dinner -date ,time and venue (any other relevant points) **Expression** **Note-** use of first person pronoun	1 mark 2 marks 1 mark
	OR	
4	**CLASSIFIED ADVERTISEMENT**	**4 marks**
	Format • Heading – For Sale / Flat for Sale / Sale and Purchase (any other appropriate heading)	1 mark
	Content	2 marks
	Expression	1 mark
	Suggested value points: • location • description of flat (number of rooms, area), (floor optional) • facilities (optional) safety / 24 hour power supply / parking facilities • expected price • contact details : Harish/Harshita, 12 Seva Nagar, Pune. **(any other relevant details)** **(due credit should be given to economy of words)**	
5	**LETTER WRITING**	**6 marks**
	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.** **Mixing of the formats is not permitted**	
	Format 1. sender's address 2. date 3. receiver's address 4. subject /heading 5. salutation 6. closing	1 mark
	Content	3 marks
	Expression grammatical accuracy, appropriate words and spelling **1 mark** coherence and relevance of ideas and style **1 mark**	2 marks

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5	**LETTER –Placing an order for musical instruments** **Suggested Value Points** - reference to advertisement / correspondence / telephone conversation - details of the order • musical instruments • numbers / quantity • discount on catalogue prices - terms and conditions (optional) • delivery time • advance payment/mode of payment • price • make / brand - any other relevant point **(any 3 points)**	**6 marks**
	OR	
5	**JOB APPLICATION – Political Science Teacher** **Suggested value points** - Covering Letter- reference to the advertisement - CV/ Bio-data - Personal Details- Name : Sanjay Sharma/ Sanjana Sharma Address: 21, Vasant Marg, Bhilai Educational Qualifications- M.A. Political Science, B.Ed Experience References (Two) with name and designation **(any other relevant details)**	**6 marks**
6	**ARTICLE**	**10 marks**
	Format (Title and Writer's Name)	1 mark
	Content	4 marks
	Expression grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]	5 marks
	Heading: Common Man's Woes during Monsoons **(Any other relevant title)** **Problem:** - lack of preparedness - problems faced by the poor - spread diseases/ breeding of mosquitoes - water logging - accidents/open manholes - disruption in transport and connectivity - food supply affected - power breakdown - need for accountability **(any 4 points)**	

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	OR	
6	**SPEECH – Indiscipline in schools**	**10 marks**
	Format - opening address , closing	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and spelling [3 **marks]** coherence and relevance of ideas and style [2 **marks]**	5 marks
	Suggested Value Points - rising cases of aggressive behaviour of students - kinds of bullying / disobedience / fights / insults / truancy/ violence - damaging school property - emotional trauma for the victims Causes - role of parents, peers and social media - lack of teaching/ inculcating moral values - not following role models Solutions - counselling by teachers - family values - moral science and values discussed in schools - help each other – students to take initiative - reference to positive aspects of social life - any other relevant point **(any four points)**	
7	**DEBATE**	**10 marks**
	Format - opening address with taking a stand for or against the topic with appropriate closure	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and spelling 3 **marks** coherence and relevance of ideas and style 2 **marks**	5 marks
	Academic excellence is the only requirement for a successful career **In Favour** - strengthens competencies and skills - helps in clearer understanding of the subject, in-depth knowledge - develops resourcefulness, decision making ability - ensures better job opportunities - ensures admission to higher centres of learning - prepares one for competitions **Against** - Academic Excellence : ▪ may not be sufficient to ensure success ▪ life skills are more important than academics ▪ does not ensure all round personality / confidence / multitasking abilities / leadership qualities	

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	- non formal learning leads to broader spectrum of careers - new age careers don't necessarily need academic excellence - skills and talents can give more options **(any other relevant points)** **(minimum two content points)**	
	OR	
7	**REPORT**	**10 marks**
	Format –Title & By line (writer's name)	1 mark
	Content	4 marks
	Expression grammatical accuracy, appropriate words and spelling [3 **marks]** coherence and relevance of ideas and style [2 **marks]**	5 marks
	Title : Report on Science Symposium on Effect of Pollution on Quality of Life / Report on Science Symposium held at MMD School, Nashik **Suggested Value Points** - science symposium - date, time, venue - agenda / programme - participants-number - resource person(s) / speakers / guests and their views - response of the audience - any other relevant points **(any four points)** **Note- past tense should be used**	
	SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT) **NOTE:** The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence, both content and expression in answers to the given questions deserve equal importance while awarding marks	
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.**	
a)	A Thing of Beauty ; John Keats	½+½mark
b)	to create a cooling covert/ to cool the area/ provide cooling shelter	1 mark
c)	with a sprinkling of fair musk rose blooms/ due to the presence of musk roses blooming in the forest	1 mark
d)	alliteration/ imagery	1 mark
	OR	
a)	An Elementary School Classroom in a Slum; Stephen Spender	½+½mark
b)	refers to garbage dump, mound of industrial waste/ slum	1 mark
c)	dark/bleak/dismal/hopeless/painted with fog/miserable	1 mark
d)	simile/alliteration	1 mark

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9	**Short answer type questions** **Distribution of marks:** **Content: 2 marks** **Expression : 1 mark** **(deduct ½ a mark for two or more grammatical/spelling mistakes)**	
a)	- reassuring herself and her mother and - masking/hiding/covering her fear of separation, fear of mother's death, hiding her fear of not being able to see her mother alive again, hiding her guilt/sorrow at leaving her mother at that critical juncture	3 marks
b)	-poverty stricken family/ burdened by stigma of caste and -vicious circle created by sahukars, middlemen, policemen, keepers of law, bureaucrats (any two)	3 marks
c)	-landlords obliged to surrender part of money and part of prestige; peasants saw they had rights; defenders ; learnt courage; broke the deadlock between landlords and farmers (any two)	3 marks
d)	-semi-inflated rubber ring/tube with pigs blood; which he used to escape (pretend to be wounded McLeery) -the question paper, provided the escape plan that misguided the jail authorities to go in another direction.	3 marks
e)	-was new to the place and had not much personal information about him/ had heard adverse remarks made by people about Mr. Lamb/ Lamb leading a lonely life, no contact with outside world/ earlier, children used to tease and chase him, so would not be a healthy company for her son.	3 marks
f)	-after killing 70 tigers, no more tigers in kingdom, decided to marry a princess from kingdom with a large population of tigers to reach the target of 100/ influenced by his desire to disprove the prediction of the astrologer/ his conceit, vanity/ arrogance/ selfishness/ self-seeking desire	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	**Distribution of marks:** **Content: 3 marks** **Expression : 3 marks** **grammatical accuracy, appropriate words and spelling [1½ marks]** **coherence and relevance of ideas and style [1½ marks]**	
10	-Jansie- practical, aware of their poor socio-economic status/ background, knows 'both earmarked for the biscuit industry' -Sophie- dreamer, unrealistic, aspired to be an actress, own a boutique or be a manager, all beyond her means.	6 marks
	OR	
10	- appointed a swimming instructor, went to the pool, practised five days a week, an hour each day, in six months, learnt to swim, in July tested his newly learnt skills in different lakes and water bodies.	6 marks

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11	**Distribution of marks:** **Content: 3 marks** **Expression: 3 marks** **grammatical accuracy, appropriate words and spelling [1½ marks]** **coherence and relevance of ideas and style [1½ marks]**	
11	-Jack possessive about the details his story -does not take kindly to Jo's suggested changes -'the wizard hitting mommy' -upset with daughter questioning parental authority -felt to be in a position similar to that of his wife (in a cage with her) -yet no sympathy for his wife -could put neither his daughter to sleep nor help his wife paint the fence Note- minimum one point for the daughter and one for the wife	6 marks
	OR	
11	-childhood experience makes a mark – sweet / bitter -oppression / suppression / exploitation -her childhood courage to face atrocities / bullying -cutting of hair and her resistance -became a universal name although belonged to a marginalized community -faced it in a spirited manner -resisted by hiding under bed -kicked / scratched widely / cried aloud / shook her head -lost her spirit after hair was cut -seeds of rebellion sown -struggled, triumphed- criticised the system / dogma / life of a native American (any other relevant point) (any six points)	6 marks
12	**Distribution of marks:** **Content: 3 marks** **Expression 3 marks** **grammatical accuracy, appropriate words and spelling [1½ marks]** **coherence and relevance of ideas and style [1½ marks]**	
12	- Silas Marner- weaver who arrived at Raveloe from Lantern yard -betrayed by his friend William Dane - spent his days at the loom - villagers regarded him as a miser , loner, person with special powers -used to handle his gold coins every evening -when he lost his gold, felt shattered, ran to Rainbow Inn seeking help -with the arrival of Eppie, his life changed, became a devoted father to the child - became friendly to neighbours - began attending church -forgiving -accepted his fate, decided to continue living in Raveloe -left his past behind. - any other relevant point (any 6 points)	6 marks
	OR	

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12	- Griffin comes to meet Dr. Kemp - Kemp learns about Griffin's evil design -initially doesn't try to correct him, doesn't dissuade him -later on realises how dangerous Griffin is- takes step to stop him -his attitude shows: ▪ his scientific temperament ▪ his suspicion of / scepticism about 'invisibility' ▪ a weak character-doesn't oppose Griffin straightaway ▪ a caring member of society- takes steps to stop Griffin ▪ more humane than Griffin ▪ victorious- exhibiting the value of prudence in character (any other relevant point) (any six points)	6 marks
13	**Distribution of marks:** **Content: 3 marks** **Expression: 3 marks** **grammatical accuracy, appropriate words and spelling [1½ marks]** **coherence and relevance of ideas and style [1½ marks]** **(deduct ½ a mark for two or more grammatical/spelling mistakes)**	
13	-Godfrey,a contrast to his younger brother - sober & respectable, successor to Squire Cass- his father. -an ideal groom for Nancy Lammeter - coward- abandoned Molly his wife. - indecisive- could not make up his mind. - morally weak and lacked courage and suffered the consequences. - Dunstan was directly opposite of Godfrey Cass. - Dunstan was dishonest, idler, blackmailer, sly, cunning. - Dunstan was reckless always looked for his personal gain, blackmailed brother, squandered money. -projected as an undesirable character -constantly lived in debts, stole Marner's gold. (any other relevant point) (any 6 points)	6 marks
	OR	
13	-Griffin driven by unbridled ambition -continued his march towards supremacy unmindful of the havoc he caused in the lives of others. - not a struggle for survival but to satiate his whims and fancies. - Griffin nurtured ambition to amass wealth , got comforts of life and eliminated whosoever came his way - this mania took him nowhere; met his death. -arrogance and pride, root cause of his destruction. - went from obsession to fanaticism to insanity to unleash a 'Reign of Terror' - scientist with a perverted mind. - ambition became his greatest foe. - science without humane values. (any other relevant point) (any 6 points)	6 marks

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