

Series SGN – Set - 4

CODE NO. 212

MARCH 2018

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)

MARCH 2018

MARKING SCHEME

ENGLISH ELECTIVE (C) (101)**GENERAL INSTRUCTIONS**

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

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

	SECTION A (READING)	TOTAL MARKS 20
1	COMPREHENSION PASSAGE	10 MARKS
	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. Please do not hesitate to award full marks if the answer deserves it.	
	Objective: To identify and understand main parts of the text. Note: 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)	learn to read more quickly ; in a better position to generate ideas and retain information / brain reacts in a unique manner	½ + ½ mark
(b)	brain reacts in a unique manner making learning easier / action of writing automatically triggers activity in the brain making learning easier	1 mark
(c)	They exhibit increased activity in areas of the brain that are activated in adults when they read and write.	1 mark
(d)	the ones with better handwriting exhibited greater mental activity	1 mark
(e)	Students learn better as it allows them to process a lecture's content and reframe it.	1 mark
(f)	the very act of putting it down in handwriting forces one to focus on what is important and also helps one to think better.	1 mark
1.2 (a)	(i) conveys	1 mark
(b)	(ii) exclusive	1 mark
(c)	(ii) showed	1 mark
(d)	(iii) advantages	1 mark
2 (a)	NOTE MAKING	10 marks
	Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.	
(a)	Distribution of Marks Abbreviations /Symbols (with / without key) – minimum four Content (minimum 3 headings and sub-headings, with proper indentation and notes) Title	1 mark 4 marks 1 mark

	<p>IMPORTANT INSTRUCTIONS</p> <p>The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>	
	<p>Note:</p> <ul style="list-style-type: none"> • If a student has attempted only the summary or the notes, due credit should be given. • 1 mark allotted for the title to be given if the student has written the title either in Q.2 (a) or Q.2(b) 	
	<p>Title: Information and Communication technology / Advantages of Information Technology / New Technology / Development of Technology / Any other relevant title</p>	<p>1 mark</p>
	<ol style="list-style-type: none"> 1. Communication technology <ol style="list-style-type: none"> 1.1 wide use of <u>tech.</u> 1.2 insufficient bandwidth 1.3 unevenly distributed <ol style="list-style-type: none"> 1.3.1 telephone density – more in rich countries, less in poor countries 2. Unequal distribution of Information Technology <ol style="list-style-type: none"> 2.1 internet traffic <ol style="list-style-type: none"> 2.1.1 faster in rich countries 2.2 low telephonic density 3. Advantages of new technology <ol style="list-style-type: none"> 3.1 cellular telephony <ol style="list-style-type: none"> 3.1.1 a real business & a lifeline 3.1.2 more economical than slow postal system 3.2 teacher training and networking <ol style="list-style-type: none"> 3.2.1 raising quality of <u>edu.</u> 3.2.2 elementary <u>comp.</u> skills even in slums 3.2.3 interactive distance education 3.3 better governance <ol style="list-style-type: none"> 3.3.1 improving services to people 3.3.2 cutting bureaucratic hassle 3.3.3 gain in efficiency and transparency 4. Applications of information technology <ol style="list-style-type: none"> 4.1 cover a large range in medical field 4.2 <u>envt. mgmt.</u> & <u>eco.</u> balanced agriculture 5. Future prospects <ol style="list-style-type: none"> 5.1 accelerates <u>dev.</u> 5.2 reduces poverty 5.3 narrows the income and wealth gap 	

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	Suggested abbreviations:	
	Tech.– technology & - and edu. – education Comp. – computer dev. – development eco. – ecologically envt. – environment mgmt. - management	
	Note: 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.	
2 (b)	SUMMARY Objective: 1. To expand notes (headings and sub-headings) into a summary. 2. To test the ability of extraction.	4 marks
	Distribution of Marks Content Expression Note: The summary should cover all the important points in the notes.	3 marks 1 mark
	SECTION B: (WRITING AND GRAMMAR)	40 marks
	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.	
3	POSTER Objective: To design a poster in an appropriate and attractive style	4 marks
	Format: Heading and issuing authority	1 mark
	Content	2 marks
	Expression Grammatical accuracy and correct spelling	1 mark
	Suggested Value Points - free eye camp and diabetes check-up by MMR EYE CLINIC - date, time, venue - qualified and experienced doctors available - students to be informed - to make use of opportunity - any other relevant point	
	OR	
	NOTICE Objective: To draft a notice in an appropriate style	4 marks
	Format : The format should include NAME OF THE INSTITUTION / ISSUING AUTHORITY / NOTICE / TITLE, DATE, AND WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice with or without a box.	1 mark

	Content	2 marks
	Expression : Coherence and relevance of ideas, grammatical and spelling accuracy	1 mark
	<p>Title – Donate generously / collection of old books and stationery items</p> <p>Suggested value points</p> <ul style="list-style-type: none"> - Saarathi NGO (agency’s name) – visit to school - appeal to students to donate - for whom is the collection - mode of collection - deadline (optional) - any other 	
4.	LETTER WRITING	6 marks
	<p>Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently</p>	
	<p>Format</p> <ol style="list-style-type: none"> 1. Sender’s address 2. Date 3. Receiver’s address 4. Subject 5. Salutation 6. Body of the letter 7. Closing 8. Sender’s signature / name 	1 mark
	Content	3 marks
	<p>Expression</p> <p>Grammatical accuracy, appropriate words and correct spelling (1)</p> <p>Coherence and relevance of ideas and style (1)</p>	2 marks
	LETTER OF COMPLAINT: Irregularity in collection of house garbage	
	<p>Suggested Value Points</p> <ul style="list-style-type: none"> - irregular collection of garbage - garbage bags not picked up - mess outside houses due to stray animals - uncollected garbage – breeding ground for mosquitoes - inconvenience caused - unhygienic surroundings, stinking / foul smell around, cause of many diseases, difficulty in walking on streets - appropriate action to be taken - any other relevant point 	
	OR	
	LETTER TO EDITOR: Need for responsible media	

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	Suggested Value Points: <ul style="list-style-type: none"> - awareness of common man is increasing - common man does not distinguish between facts and sensation - media needs to impart correct information - commercialisation of news channels - prevalence of paid news - coloured and biased reporting common today - political affiliation, regionalism , chauvinism affect common man - media should not play with emotions of common man - free press needs to be responsible press (any other relevant point)	
5	REPORT WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: title / heading, writer's name	1 mark
	Content: (Art and Craft Exhibition) Suggested value points <ul style="list-style-type: none"> - details of the event-who, what, when, where, why and how - details of invitees-chief guest, other eminent personalities - opening ceremony – I-SPACE exhibition inauguration - participants - types of events - best from waste, sculpture section, 10 feet high Buddha statue by fine arts department - response of participants - comments by the chief guest - closing ceremony (any other relevant details)	4 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	OR	
	SPEECH WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: salutation, introduction, thanking	1 mark
	Content	4 marks

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	Expression Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Suggested Value Points <ul style="list-style-type: none"> - week long student leadership camp at Greenville School - main speaker laid stress on community service - panel discussion focused on need of community service and responsible leadership - students can serve the community in different areas – sanitation drive, cleanliness drive, health and hygiene, environmental protection, awareness of human rights, responsible students can transform society (any other relevant point)	
6	ARTICLE WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: Title / heading and name of writer	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Title - (EDUCATION: A NEW PERSPECTIVE) Suggested Value Points <ul style="list-style-type: none"> - introduction - need for personality development as an essential component of education - integral part of school curriculum - need to develop social awareness - programmes on life skills - flexible examination system (any other relevant details)	
	OR	
	Title - (TEACHING THE MASSES – A STUDENT'S COMMITMENT) Suggested Value Points <ul style="list-style-type: none"> - introduction - objective to achieve complete literacy - focus on youth power - students and school to be an integral part of campaign - dynamism and sensibility of students towards literacy 	

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	<p>campaign</p> <ul style="list-style-type: none"> - commitment to achieve complete literacy in the country - literacy – an essential component of development - literacy campaign can form part of curriculum - youth's duty to make country literate - adopt – “each one, teach one” initiative <p>(any other relevant point)</p>	
7 (a)	<p>REARRANGING</p> <p>Objective: To read and arrange sentences sequentially to make complete sense</p>	<p>3 marks (½ x 6)</p>
	<p>(iv) Making a cup of tea is not a difficult task. (i) Pour some water in a pan and set it to boil (v) Next add tea leaves to the boiling water (ii) Cover the pan with a lid and let the tea brew (vi) Do not forget to add sugar and milk according to taste (iii) After a few minutes pour the tea into the teapot</p> <p style="text-align: center;">Or</p> <p>(iv) Making a cup of tea is not a difficult task. (i) Pour some water in a pan and set it to boil (v) Next add tea leaves to the boiling water (ii) Cover the pan with a lid and let the tea brew (iii) After a few minutes pour the tea into the teapot (vi) Do not forget to add sugar and milk according to taste</p> <p style="text-align: center;">Or</p> <p>(iv) Making a cup of tea is not a difficult task. (i) Pour some water in a pan and set it to boil (v) Next add tea leaves to the boiling water (vi) Do not forget to add sugar and milk according to taste (ii) Cover the pan with a lid and let the tea brew (iii) After a few minutes pour the tea into the teapot</p>	<p>½ mark each</p>
7 (b)	<p>FRAMING QUESTIONS :</p> <p>Objective: To understand the context and frame relevant and appropriate questions.</p> <p>Marking: ½ mark for every correct question framed.</p> <p>Note: No marks to be awarded if there is any inaccuracy. The six questions should cover at least any of the two areas specified in the interview in the given question.</p> <p>(i) Can you tell something about your childhood days? / Where did you spend your childhood? (ii) Where did you receive your education? (iii) Who was your greatest inspiration? / Who inspired</p>	<p>3 marks (1/2 x 6)</p>

	<p>you the most?</p> <p>(iv) Did you face any challenges while pursuing your goal? / What challenges did you face while pursuing your goal?</p> <p>(v) Was your rise to the top a smooth one? / What hurdles did you face to reach the top? / Did you face any hurdles to reach the top?</p> <p>(vi) What are your views on rendering service to the community?</p> <p>(any other relevant questions) (Above questions if written in any other form, but correct, may also be accepted)</p>											
7 (c)	<p>EDITING</p> <p>Objective: To use grammatical items correctly. Marking: ½ a mark each Note:</p> <ul style="list-style-type: none"> - If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded. - If only the correct words are given, marks should be awarded. <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) at</td> <td>in</td> </tr> <tr> <td>(b) country</td> <td>countries</td> </tr> <tr> <td>(c) occupies</td> <td>occupied</td> </tr> <tr> <td>(d) a / of</td> <td>the / in</td> </tr> </table>	ERROR	CORRECTION	(a) at	in	(b) country	countries	(c) occupies	occupied	(d) a / of	the / in	4 marks
ERROR	CORRECTION											
(a) at	in											
(b) country	countries											
(c) occupies	occupied											
(d) a / of	the / in											
SECTION C: LITERATURE		40 marks										
8	<p>Reference to Context</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>Objective: To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.</p> <p>Value Points:</p>	10 marks										
8(a) (i)	Survivors – Siegfried Sassoon	½ + ½ mark										
(ii)	Survivors / soldiers who have come back from war	1 mark										
(iii)	by reducing them to the state of children, relearning walking and talking	1 mark										
(iv)	grim – seriousness of purpose glad – happy serving their nation	½ + ½ mark										
(v)	helpless like children, open in their condemnation / relearning the basic processes of walking and talking	1 mark										

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8(b) (i)	potato diggers / potato farmers	1 mark
(ii)	black – refers to black soil where potatoes grow earth called mother because it sustains the farmers	½ + ½ mark
(iii)	processional stooping appears like a homage to mother earth	1 mark
(iv)	fear of famine	1 mark
(v)	used by the poet to seek divine intervention to save them from the threat of famine /appears like homage / worship / fear of famine/ to appease famine god / appease nature	1 mark
8(c) (i)	them – songs of spring / music of spring / melody of spring	1 mark
(ii)	alliteration / metaphor / visual imagery	1 mark
(iii)	short stalks / stumps left after harvest	1 mark
(iv)	gnats	1 mark
(v)	the light wind / breeze	1 mark
9	Objective: To test students' comprehension of drama -local and Global	4 marks
	Content	3 marks
	Expression	1 mark
	<p>He considers this to be a warning and a death warrant and takes all possible steps to secure himself against the imminent catastrophe.</p> <ul style="list-style-type: none"> - Mr. Weston – a proud and conceited person creates much ado about nothing - asks his secretary to go downstairs to lock, bar and chain all the doors - to close the ground floor shutters and not open them for any reason - asks his wife to come at once - asks the gardener to leave everything and go back immediately - to see that the windows are closed - takes a pistol out from the drawer of his desk - asks the cook to pack her things and leave the house - had to cut a sorry figure when he found out that it was Caesar from Hampton who had come to see Lord Weston regarding rose trees. <p>(any other relevant point)</p>	
	OR	
	<ul style="list-style-type: none"> - Mr. White, inspite of warning by Sergeant Morris retrieved the paw from the fire - did not pay heed to his warning - was tempted to wish for 200 pounds to repay debt - used the paw inspite of knowing what happened to the 1st and 2nd owners - asked for a wish - as a consequence, he lost his only son - suffered immensely <p>(any other relevant point)</p>	

10	Objective: To test students' ability to comprehend prose-local and Global	16 marks
10 (a)	Content Expression Answer any two: (80-100 words)	10 marks 3marks 2 marks
(i)	<ul style="list-style-type: none"> - bees and wasps noble creatures - never injure a human being unless provoked - do not discriminate between human beings - the behaviour of the policeman arouses blind passion for reprisals - Lynd justifies – bees and wasps are noble creatures and attack only when they are provoked - the result is innocent people also get stung - animals and birds can also become victims of bees' anger <p>(any other relevant point)</p>	
(ii)	<ul style="list-style-type: none"> - narrator wanted a room of his own - room symbolises freedom and privacy - to discard all things that come in the way of finding the dream - one should not expect too much too quickly - one should not be careless or complacent - do not allow anyone to take away your dream / happiness / song / faith - don't stand in anyone's way <p>(any other relevant point)</p>	
(iii)	<ul style="list-style-type: none"> - Rakesh's noble intentions - took care of his father - brought him morning tea in his favourite brass tumbler, read the newspaper, gave him medicines - offered him frugal meal - went against his father's wishes - supervised his father's diet - cut down on oily, fried and rich stuff, sweets, beetle nut - Rakesh did not see the human side, though devoted to his father - father lost his desire to live and failed to appreciate his son's efforts - thought of it as tyranny in disguise - father expected son to satisfy his wishes <p>(any other relevant point)</p>	

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10 (b)	<p>Content Expression</p> <p>Answer any one: (120-150 words)</p>	<p>6 marks</p> <p>4 marks 2 marks</p>
	<ul style="list-style-type: none"> - Robichon and Quinquart both most talented comedians at Theatre Supreme - good friends but professional rivals - both suitors for the same lady Suzanne Brouette - both confident and regarded the other complacently - Robichon – robust – quick to see opportunity – creative – inspired and plans the impersonation of Roux – persuasive- convinces Roux to allow the impersonation- master of his craft- began on a light cheerful note – dupes entire Paris with his performance – open and honest in sharing his plan with Quinquart – gentleman who admits his defeat with grace – gifts candlesticks - Quinquart – skinny – imaginative, innovative looked for an opportunity to overshadow Robichon, filled with trepidation – intelligent came up with a brilliant plan to outdo Robichon – dupes the duper 	
	OR	
	<ul style="list-style-type: none"> - teacher should have human and intellectual qualities - should be a kind of an artist in his province - should be free to choose his own methodology of teaching - should have freedom in selection of material to be taught - should grow up in such schools - should not use fear, compulsion or competition <p>(any other relevant point)</p>	
11	<p style="text-align: center;">Extended Reading: Novel</p> <p>Distribution of Marks:</p> <p>Content Expression</p>	<p>10 marks</p> <p>6 marks 4 marks</p>
	Value Points:	
	<ul style="list-style-type: none"> - Dr. Kemp and Griffin diametrically opposite characters - both scientists by profession - but morally, ethically poles apart 	

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	<ul style="list-style-type: none"> - Griffin – self centred - at war with the entire mankind - robbed his own father, who committed suicide - attended his father's funeral without feeling any trace of regret - blamed his father for being a sentimental fool - experimented on a cat - burnt down the house of the landlord - being invisible he committed one brutal act after another - Dr. Kemp – was a man of principles and understood his responsibilities - helped Griffin in his hour of need - risked his life for saving his fellow men - quite observant and self-confident - heard Griffin's entire story with patience and assured to provide all the help - he read reports about the invisible man in the newspapers - sent a word to the police chief - took decisions in the larger interest and welfare of the society - Griffin was selfish but Kemp could sacrifice his own life - Kemp earns the admiration of the readers for grit and determination 	
OR		
	<ul style="list-style-type: none"> - Marvel miserable and extremely helpless - mariner approached him with a newspaper in hand - began to read about the Invisible Man - Marvel tried to avoid any talk about the Invisible Man - pretended to have no idea about the Invisible Man - Marvel knew that Griffin would be around and listening to him - the mariner told him what the Invisible Man had done in Iping - inspired Marvel- began to talk about the Invisible Man - he was about to say that he knew the Invisible Man - Griffin pulled him away from the mariner - Marvel told the mariner that he had no notion about the Invisible Man - mariner didn't like this double talk - he got angry with Marvel and abused him - Marvel disappeared, with the Invisible Man on his side 	
OR		
	<ul style="list-style-type: none"> - Silas Marner, an active member of church – honest, decent, trusting, loved and respected by all - engaged to be married to beautiful Sarah - Silas's best friend William Dane, grew jealous of him 	

	<ul style="list-style-type: none"> - conspired to ruin him - stole the Deacon’s money himself and accused Silas of robbery - evidence went against Silas – his knife found in the deacon’s house and empty pouch of money at his own house - pronounced guilty – excommunicated from church - to top it all, Sarah broke the engagement and married William Dane - Silas Marner a completely shattered man – lost faith both in man and God - William Dane turned out to be most villainous, treacherous and selfish – responsible for ruining Silas Marner’s life 	
OR		
	<ul style="list-style-type: none"> - Silas, a happy man towards the end of the novel - stolen gold restored; life with Eppie a source of great joy - unhappy, painful memories of Lantern Yard - had a strong desire to visit Lantern Yard – the place of his birth - wanted to find out if he had been cleared of the false accusation of theft - hoped to meet Mr. Paston, the minister, to know the truth about the robbery and draw of lots. - his visit to Lantern Yard quite disappointing - Lantern Yard an entirely different place now; Silas Marner bewildered by the changed look of the place - a noisy crowded place; unfamiliar faces, tall buildings, narrow lanes, all the landmarks except the jail had disappeared - the Chapel had been replaced by a factory - nobody knew what happened to Mr. Paston - the town which treated him unfairly had lost all that was good in it. 	
