

SET – 1

Series : SSO/1

Code No. 1/1/1

Roll No.

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

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

ENGLISH (Core)

Time allowed : 3 hours]

[Maximum Marks : 100

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.*

SECTION – A

30 Marks

READING

1. Read the passage given below carefully : 12

1. For four days, I walked through the narrow lanes of the old city, enjoying the romance of being in a city where history still lives — in its cobblestone streets and in its people riding asses, carrying vine leaves and palm as they once did during the time of Christ.
2. This is Jerusalem, home to the sacred sites of Christianity, Islam and Judaism. This is the place that houses the church of the Holy Sepulchre, the place where Jesus was finally laid to rest. This is also the site of Christ's crucifixion, burial and resurrection.

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3. Built by the Roman Emperor Constantine at the site of an earlier temple to Aphrodite, it is the most venerated Christian shrine in the world. And justifiably so. Here, within the church, are the last five stations of the cross, the 10th station where Jesus was stripped of his clothes, the 11th where he was nailed to the cross, the 12th where he died on the cross, the 13th where the body was removed from the cross, and the 14th, his tomb.
4. For all this weighty tradition, the approach and entrance to the church is non-descript. You have to ask for directions. Even to the devout Christian pilgrims walking along the Via Dolorosa – the Way of Sorrows – first nine stations look clueless. Then a courtyard appears, hemmed in by other buildings and a doorway to one side. This leads to a vast area of huge stone architecture.
5. Immediately inside the entrance is your first stop. It's the stone of anointing: this is the place, according to Greek tradition, where Christ was removed from the cross. The Roman Catholics, however, believe it to be the spot where Jesus' body was prepared for burial by Joseph.
6. What happened next ? Jesus was buried. He was taken to a place outside the city of Jerusalem where other graves existed and there, he was buried in a cave. However, all that is long gone, destroyed by continued attacks and rebuilding; what remains is the massive — and impressive — Rotunda (a round building with a dome) that Emperor Constantine built. Under this, and right in the centre of the Rotunda, is the structure that contains the Holy Sepulchre.
7. “How do you know that this is Jesus' tomb ?” I asked one of the pilgrims standing next to me. He was clueless, more interested, like the rest of them, in the novelty of it all and in photographing it, than in its history or tradition.
8. At the start of the first century, the place was a disused quarry outside the city walls. According to the gospels, Jesus' crucifixion occurred ‘at a place outside the city walls with graves nearby.....’. Archaeologists have discovered tombs from that era, so the site is compatible with the biblical period.

9. The structure at the site is a marble tomb built over the original burial chamber. It has two rooms, and you enter four at a time into the first of these, the Chapel of the Angel. Here the angel is supposed to have sat on a stone to recount Christ's resurrection. A low door made of white marble, partly worn away by pilgrims' hands, leads to a smaller chamber inside. This is the 'room of the tomb', the place where Jesus was buried.
10. We entered in single file. On my right was a large marble slab that covered the original rock bench on which the body of Jesus was laid. A woman knelt and prayed. Her eyes were wet with tears. She pressed her face against the slab to hide them, but it only made it worse.

On the basis of your understanding of this passage answer the following questions with the help of given options: (1 × 4 = 4)

- (a) How does Jerusalem still retain the charm of ancient era ?
- (i) There are narrow lanes.
 - (ii) Roads are paved with cobblestones.
 - (iii) People can be seen riding asses
 - (iv) All of the above
- (b) Holy Sepulchre is sacred to _____.
- (i) Christianity
 - (ii) Islam
 - (iii) Judaism
 - (iv) Both (i) and (iii)
- (c) Why does one have to constantly ask for directions to the church ?
- (i) Its lanes are narrow.
 - (ii) Entrance to the church is non-descript.
 - (iii) People are not tourist- friendly.
 - (iv) Everyone is lost in enjoying the romance of the place.



- (d) Where was Jesus buried ?
- (i) In a cave
 - (ii) At a place outside the city
 - (iii) In the Holy Sepulchre
 - (iv) Both (i) and (ii)

Answer the following questions briefly :

(1 × 6 = 6)

- (e) What is the Greek belief about the 'stone of anointing' ?
- (f) Why did Emperor Constantine build the Rotunda ?
- (g) What is the general attitude of the pilgrims ?
- (h) How is the site compatible with the biblical period ?
- (i) Why did the pilgrims enter the room of the tomb in a single file ?
- (j) Why did 'a woman' try to hide her tears ?
- (k) Find words from the passage which mean the same as :
- (i) A large grave (para 3)
 - (ii) Having no interesting features/dull (para 4)

(1 × 2 = 2)

2. Read the passage given below :

10

1. We often make all things around us the way we want them. Even during our pilgrimages we have begun to look for whatever makes our heart happy, gives comfort to our body and peace to the mind. It is as if external solutions will fulfil our needs, and we do not want to make any special efforts even in our spiritual search. Our mind is resourceful – it works to find shortcuts in simple and easy ways.
2. Even pilgrimages have been converted into tourism opportunities. Instead, we must awaken our conscience and souls and understand the truth. Let us not tamper with either our own nature or that of the Supreme.

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3. All our cleverness is rendered ineffective when nature does a dance of destruction. Its fury can and will wash away all imperfections. Indian culture, based on Vedic treatises, assists in human evolution, but we are now using our entire energy in distorting these traditions according to our convenience instead of making efforts to make ourselves worthy of them.
4. The irony is that humans are not even aware of the complacent attitude they have allowed themselves to sink to. Nature is everyone's Amma and her fierce blows will sooner or later corner us and force us to understand this truth. Earlier, pilgrimages to places of spiritual significance were rituals that were undertaken when people became free from their worldly duties. Even now some seekers take up this pious religious journey as a path to peace and knowledge. Anyone travelling with this attitude feels and travels with only a few essential items that his body can carry. Pilgrims traditionally travelled light, on foot, eating light, dried chickpeas and fruits, or whatever was available. Pilgrims of olden days did not feel the need to stay in special AC bedrooms, or travel by luxury cars or indulge themselves with delicious food and savouries.
5. Pilgrims traditionally moved ahead, creating a feeling of belonging towards all, conveying a message of brotherhood among all they came across whether in small caves, ashrams or local settlements. They received the blessings and congregations of yogis and mahatmas in return while conducting the dharma of their pilgrimage. A pilgrimage is like penance or sadhana to stay near nature and to experience a feeling of oneness with it, to keep the body healthy and fulfilled with the amount of food, while seeking freedom from attachments and yet remaining happy while staying away from relatives and associates.
6. This is how a pilgrimage should be rather than making it like a picnic by taking a large group along and living in comfort, packing in entertainment, and tampering with environment. What is worse is giving a boost to the ego of having had a special darshan. Now alms are distributed, charity done while they brag about their spiritual experiences!



7. We must embark on our spiritual journey by first understanding the grace and significance of a pilgrimage and following it up with the prescribed rules and rituals – this is what translates into the ultimate and beautiful medium of spiritual evolution. There is no justification for tampering with nature.
8. A pilgrimage is symbolic of contemplation and meditation and acceptance, and is a metaphor for the constant growth or movement and love for nature that we should hold in our hearts.
9. This is the truth !

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

- (a) How can a pilgrim keep his body healthy ?
 - (i) By travelling light
 - (ii) By eating small amount of food
 - (iii) By keeping free from attachments
 - (iv) Both (i) and (ii)
- (b) How do we satisfy our ego ?
 - (i) By having a special darshan
 - (ii) By distributing alms
 - (iii) By treating it like a picnic
 - (iv) Both (i) and (ii)

Answer the following as briefly as possible : (1 × 6 = 6)

- (c) What change has taken place in our attitude towards pilgrimages ?
- (d) What happens when pilgrimages are turned into picnics ?
- (e) Why are we complacent in our spiritual efforts ?
- (f) How does nature respond when we try to be clever with it ?
- (g) In olden days with what attitude did people go on a pilgrimage ?
- (h) What message does the passage convey to the pilgrims ?
- (i) Find words from the passage which mean the same as the following : (1 × 2 = 2)
 - (i) made / turned (para 3)
 - (ii) very satisfied (para 4)

3. Read the passage given below :

8

It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms, but gradually, I realised there is a big difference between the two words.

Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you, and you definitely hear whatever is said to you. However, even if you hear something, it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening.

Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone, but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken.

We come with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgement and are dying to pronounce right or wrong, true or false, yes or no. Sometimes, we even come prepared with a negative mindset of proving the speaker wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things.

What we should ideally do is listen first with full awareness. Once, we have done that, we can decide whether we want to make a judgement or not. Once we do that, communication will be perfect and our interpersonal relationship will become so much better. Listening well doesn't mean one has to say the right thing at the right moment. In fact, sometimes if words are left unspoken, there is a feeling of tension and negativity. Therefore, it is better to speak out your mind, but do so with awareness after listening to the speaker with full concentration.

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Let's look at this in another way. When you really listen, you imbibe not only what is being spoken, but you also understand what is not spoken as well. Most of the time we don't really listen even to people who really matter to us. That's how misunderstandings grow among families, husbands and wives, brothers and sisters.

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

SECTION – B
ADVANCED WRITING SKILLS

30 Marks

4. Every year in the central park of the city a flower show is held in the month of February. Your school has received a circular from the District Collector inviting your students to visit it. Write a notice in about **50** words informing the students about the show and advising them to go and enjoy it. You are Navtej/Navita, Head Boy/Head Girl Sunrise Public School, Surat. 4

OR

Sarvodaya Education Society, a charitable organisation is coming to your school to distribute books among the needy students. As Head Boy/Head Girl, Sunrise Public School, Surat, write a notice in about **50** words asking such students to drop the lists of books they need in the box kept outside the Principal's office. You are Navtej/Navita.

5. Recently you went to your native village to visit your grandparents. You saw that some of the children in the age group 5 – 14 (the age at which they should have been at school) remained at home, were working in the fields or simply loitering in the streets.

Write a letter in **120-150** words to the editor of a national daily analyzing the problem and offering solutions to it. You are Navtej/Navita, M-114 Mount Kailash, Kanpur. 6

OR

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When cricket teams go abroad the members are allowed to take their wives, even friends along with them. Does this fact distract them or help them to focus on their game in a better way ? If it is good, why don't we allow our athletes to enjoy the same privilege ?

Write a letter to editor of a national daily in **120-150** words giving your views on the issue. You are Navtej/Navita, M-114 Mount Kailash, Kanpur.

6. Mobile phone of today is no longer a mere means of communication. Music lovers are so glued to it that they don't pay attention even to the traffic while crossing the roads. This leads to accidents sometimes even fatal ones.

Write a speech in **150-200** words to be delivered in the morning assembly advising the students to be careful in the use of this otherwise very useful gadget. Imagine you are Principal of your school.

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OR

Power shortage has become a norm even in the metropolitan cities. One way to face this situation is by preventing the wastage of power.

Write a speech in **150-200** words on the importance of power in our daily life and how to save power at school and at home. Imagine that you are the Principal of your school.

7. In the year to come (if you have not already done this year) you are going to celebrate your 18th birthday. Write an article in **150-200** words on the joys and responsibilities of being eighteen. You are Navtej/Navita.

10

OR

Write an article in **150-200** words on how we can make India a carefree and enjoyable place for women when they can go wherever they like to without any fear of being stared at, molested or discriminated against. You are Navtej/Navita.



LITERATURE : TEXT BOOKS AND LONG READING TEXT

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

I saw my mother,
beside me,
doze, open mouthed, her face
ashen like that
of a corpse and realized with
pain
that she was as old as she
looked but soon
put that thought away,

- (a) What worried the poet when she looked at her mother ? (1)
- (b) Why was there pain in her realization ? (1)
- (c) Why did she put that thought away ? (1)
- (d) Identify the figure of speech used in these lines. (1)

OR

Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor;
The tall girl with her weighed-down head.

- (a) Who are these children ? (1)
- (b) What does the poet mean by 'gusty waves' ? (1)
- (c) What has possibly weighed-down the tall girl's head ? (1)
- (d) Identify the figure of speech used in these lines. (1)



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

- (a) Who occupied the back benches in the class room on the day of the last lesson ?
Why ?
- (b) Why did Douglas' mother recommend that he should learn swimming at the YMCA swimming pool ?
- (c) What will counting upto twelve and keeping still help us achieve ?
- (d) What does a thing of beauty do for us ?
- (e) Which do you think is a better ending of Roger Skunk's story, Jo's or her father's ? Why ?
- (f) What could the Governor have done to securely bring Evans back to the prison from the 'Golden Lion' ?

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

Giving a bribe is an evil practice. How did the Tiger King bribe the British officer to save his kingdom ? How do you view this act of his ? **6**

OR

Dr. Sadao was a patriotic Japanese as well as a dedicated surgeon. How could he honour both the values ?

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

Describe the difficulties the bangle makers of Firozabad have to face in their lives. **6**

OR

The peddler declined the invitation of the ironmaster but accepted the one from Edla. Why ?

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

Describe the ironical situation in which Silas Marner had to leave Lantern Yard. **6**

OR

Within a few days of his arrival in Iping, people became suspicious of Griffin. Why ?

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

Describe Dolly Winthrop as the most lovable character in George Eliot's 'Silas Marner'. **6**

OR

Attempt a character sketch of Marner.

SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2015
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.

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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. THE QUESTION NOS. 12 AND 13, BASED ON THE NOVEL “THE INVISIBLE MAN” AND “SILAS MARNER” ARE BEING ASKED FOR THE FIRST TIME. IT IS SUGGESTED THAT THE EXAMINERS BE CONSIDERATE WHILE AWARDING MARKS.
15. 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.
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 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 THE RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.’S

88 AND ABOVE

72–74

28–32

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SUGGESTED VALUE POINTS

| SECTION A: READING | | | | |
|--------------------|-----|-----|--|------------------|
| 1 | 1 | 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. | |
| (a) | (a) | (a) | (iv) | 1 mark |
| (b) | (b) | (b) | (i) | 1 mark |
| (c) | (c) | (c) | (ii) | 1 mark |
| (d) | (d) | (d) | any one of the four options | 1 mark |
| (e) | (e) | (e) | that this is the place where Christ was removed from the cross | 1 mark |
| (f) | (f) | (f) | <ul style="list-style-type: none"> – to venerate the place of burial – to protect the Holy Sepulchre – to show his official recognition and respect for Christianity – the original burial site destroyed by continuous attacks and rebuilding <p style="text-align: center;">(any one)</p> | 1 mark |
| (g) | (g) | (g) | <ul style="list-style-type: none"> – not interested in the history or tradition of the place – interested in the novelty of the place and in photographing it – clueless about directions and locations of important sites <p style="text-align: center;">(any one)</p> | 1 mark |
| (h) | (h) | (h) | – Archaeologists have discovered tombs from that era. This is compatible with the biblical period which says that Jesus' crucifixion occurred at the place outside the city walls with graves nearby | 1 mark |
| (i) | (i) | (i) | <ul style="list-style-type: none"> – a low door leads to a narrow, smaller chamber inside – a large marble slab covers the original rock bench on which the body of Jesus was laid, this makes the chamber very narrow – people enter in a single file to pray at the tomb <p style="text-align: center;">(any one)</p> | 1 mark |
| (j) | (j) | (j) | <ul style="list-style-type: none"> – felt embarrassed – didn't want to be seen crying by others – Like a true Christian she felt overwhelmed as Jesus was buried there, while others seemed unconcerned. <p style="text-align: center;">(any one)</p> | 1 mark |
| (k) | (k) | (k) | i) tomb ii) non-descript | 1 mark 1 mark |
| 2 | 2 | 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 | |

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| | | | 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) | (iv) any one of the four options | 1 mark |
| (b) | (b) | (b) | (iv) any one of the four options | 1 mark |
| (c) | (c) | (c) | <ul style="list-style-type: none"> – we look for whatever makes our heart happy, gives comfort to our body and peace to the mind / modern amenities, luxuries and comforts – we think that external solutions will fulfil our needs – we do not want to make any special effort even in our spiritual search – pilgrimages have become tourism opportunities / picnics (any one) | 1 mark |
| (d) | (d) | (d) | <ul style="list-style-type: none"> – we tamper with our own nature and with that of the supreme – we seek comfort, luxury and indulgence – we become complacent – we travel with a large group consisting of our relatives, friends and associates – instead of spiritual upliftment, our egos get a boost – we fail to understand the grace and significance of a pilgrimage – we don't aim at spiritual upliftment (any one) | 1 mark |
| (e) | (e) | (e) | <ul style="list-style-type: none"> – we often make all things around us the way we want them – we think that external solutions will fulfil our needs therefore we do not make any special efforts even in our spiritual search – our mind is resourceful – it works to find shortcuts in simple and easy ways – we have distorted traditions according to our conveniences (any one) | 1 mark |
| (f) | (f) | (f) | <ul style="list-style-type: none"> – we have to face the fierce blows / harsh treatment from nature – its fury can wash away all imperfections – cleverness rendered ineffective (any one) | 1 mark |
| (g) | (g) | (g) | <ul style="list-style-type: none"> – created a feeling of belonging towards all / conveyed a message of brotherhood – conducted the dharma of their pilgrimage – took it as a penance or sadhana to stay near nature and to experience a feeling of oneness with it – kept the body healthy and fulfilled with frugal meals – sought freedom from attachments and yet remain happy away from relatives and associates – saw it as a medium of spiritual evolution – did not try to pamper themselves with luxuries and material comforts – took it as a path to peace and knowledge (any one) | 1 mark |



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| (h) | (h) | (h) | <ul style="list-style-type: none"> – a pilgrimage is symbolic of contemplation, meditation and acceptance – a metaphor for the constant growth or movement and love for nature that we should hold in our hearts – not to treat a pilgrimage like a picnic – to observe austerity in order to experience spiritual upliftment – pilgrimage must be treated as a path to peace and knowledge – to understand the grace and significance of a pilgrimage – to promote brotherhood through a pilgrimage <p style="text-align: center;">(any one)</p> | 1 mark |
| (i) | (i) | (i) | <ul style="list-style-type: none"> i) rendered ii) complacent | 1 mark 1 mark |
| 3 | 3 | 3 | <p>Note</p> <ul style="list-style-type: none"> • If a student has attempted only summary or only notes, due credit should be given. • 1 mark allotted for the title 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 <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. <u>Complete sentences are not to be accepted as notes.</u></p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p> | |
| (A) | (A) | (A) | <p>NOTE MAKING</p> <p>Distribution of Marks</p> <p>Abbreviations / Symbols (with /without key) – any four</p> <p>Title</p> <p>Content (minimum 3 headings and sub-headings, with proper indentation and notes)</p> | 1 mark 1 mark 3 marks |
| | | | <p>Suggested Notes</p> <p>NOTE:</p> <p>Accept the notes and summary in the third person.</p> <p>Also accept them written in the first person provided the format is correct and content is covered properly.</p> | |
| | | | <p>Title: Art of Listening / Hearing vs. Listening / any other relevant title</p> | |
| | | | <ul style="list-style-type: none"> 1 Difference b/w Hearing & Listening <ul style="list-style-type: none"> 1.1 hearing diff. from listening 1.2 hearing – phy <ul style="list-style-type: none"> 1.2.1 sound waves 1.2.2 may not understand 1.3 listening – full attention <ul style="list-style-type: none"> 1.3.1 applying mind 2 Barriers to Listening / Obstacles | |



| | | | | |
|-----|-----|-----|--|------------------------------|
| | | | <p>2.1 prejudices / preconceived notions 2.2 pretend to listen 2.3 sit in judgement 2.4 –ive mind-set</p> <p>3 Benefits of Listening / Benefits / Advantages 3.1 full awareness & conc. 3.2 suspend judgement 3.3 speak your mind</p> <p>4 Importance of Listening 4.1 perfect communication 4.2 improve interpersonal relationships 4.3 no tension / negativity 4.4 understand unspoken words 4.5 reduce misunderstanding</p> | |
| (B) | (B) | (B) | <p>Summary The summary should include all the important points given in the notes.</p> <p>Content</p> <p>Expression</p> | <p>2 marks</p> <p>1 mark</p> |
| | | | <p style="text-align: center;">SECTION B: ADVANCED WRITING SKILLS</p> <p>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.</p> | |
| 4 | 4 | 4 | NOTICE | |
| | | | <p>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 has used capital letters for writing a notice within or without a box.</p> | 1 mark |
| | | | Content | 2 marks |
| | | | Expression | 1 mark |
| | | | <p>Suggested value points [FLOWER SHOW]</p> <ul style="list-style-type: none"> – what - flower show – when - February – where - central park of the city – for whom - students and teachers – advising them to go and enjoy it – any other relevant details | |
| | | | OR | |
| | | | <p>Suggested value points [BOOKS FOR NEEDY STUDENTS]</p> <ul style="list-style-type: none"> – what - books for needy students – by whom - Sarvodaya Education Society / a charitable organisation | |



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| | | | <ul style="list-style-type: none"> – when - day, date – how - drop the lists of books they need in the box outside the Principal's office – last date (optional) – any other relevant details | |
| 5 | 5 | 5 | <p>LETTER WRITING</p> <p>[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.]</p> | |
| | | | <p>Format</p> <p>1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.</p> | 1 mark |
| | | | <p>Content</p> | 3 marks |
| | | | <p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]</p> | 2 marks |
| | | | <p>(ILLITERATE CHILDREN)</p> <p>Suggested value points</p> <p>the problem:</p> <ul style="list-style-type: none"> – some village children in the age group 5-14 remain at home, work in the fields or loiter in the streets – do not receive formal education at school <p>why:</p> <ul style="list-style-type: none"> – disinterested, indifferent attitude of children, parents and elders – no incentive to learn / made to work in the fields – no motivation – no skill learning at school <p>solution:</p> <ul style="list-style-type: none"> – parents and guardians to take initiative – school Principal and teachers to motivate and enrol students of school going age group – emphasis on skill development – provide free meals, books and uniforms <p>(any other relevant details)</p> | |
| | | | OR | |
| | | | <p>(FAMILY OR FRIEND ON FOREIGN TRIPS)</p> <p>Suggested Value Points</p> <p>the issue: Should the cricket teams be allowed to take their wives / friends abroad?</p> <p>yes:</p> <ul style="list-style-type: none"> – gives emotional support / keeps them free from worries – helps them to concentrate on their game – don't feel homesick – keeps them distressed <p>no:</p> | |



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| | | | <ul style="list-style-type: none"> – acts as a distraction – lose focus and don't give their best – becomes a family outing rather than a sporting mission <p>(any other relevant points) Yes or no in case of athletes also</p> | |
| 6 | 6 | – | SPEECH | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | <p>Suggested Value Points (MOBILE PHONES)</p> <p>Advantages:</p> <ul style="list-style-type: none"> – multipurpose instrument – phone, radio, music player, camera, internet, social sites, TV channels etc. <p>hazards:</p> <ul style="list-style-type: none"> – accidents happen due to carelessness especially on roads and rail tracks - some are fatal – exposure to radiation causes cancer and other complications <p>advice:</p> <ul style="list-style-type: none"> – use sparingly and judiciously, without risking self or others <p>(any other relevant details)</p> | |
| | | | OR | |
| | | | <p>Suggested Value Points (IMPORTANCE OF POWER)</p> <p>the issue:</p> <ul style="list-style-type: none"> – wastage of power at school and homes due to carelessness and indifference <p>importance:</p> <ul style="list-style-type: none"> – life conveniences, comforts, essentials, equipment, appliances and gadgets all depend on electric power <p>how to save power</p> <ul style="list-style-type: none"> – be vigilant, switch off fans, lights, geysers, motor pumps, AC's, TV, radio when not in use – appoint power monitors in class – public recognition of students who take initiative in this regard – tell parents, friends, neighbours and relatives about the problem and seek their cooperation <p style="text-align: right;">(any 3 points)</p> <p>(any other relevant details)</p> | |
| – | – | 6 | DEBATE | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |



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| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | (TUITION AT COACHING CENTRES IS NOT ESSENTIAL) in favour: – school is better equipped – school teachers better equipped – infrastructure much better at schools – philanthropic approach – coaching centres - money minting machines – no infrastructure – competition oriented education against – competition oriented / focussed at producing excellent results – qualified staff / school teachers have a different approach – especially trained for preparing students for entrance exams – weekly exams to assess students – chance to meet your competitors and assess your own potential – provide scholarships to meritorious students (any other relevant point) | |
| | | | OR | |
| – | – | 6 | SPEECH | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | Suggested Value Points (THE RISK OF MALARIA AND DENGUE) reason: – recent rains and waterlogging prevention and protection: – don't allow water logging in or around your homes and schools, in ditches, drains, potted plants etc. – maintain cleanliness – keep water coolers clean and dry – use mosquito nets, mosquito coils, repellents etc steps taken at school: – fogging by municipal authorities – cleaning the school compound and surroundings – wearing trousers and full sleeve shirts (any 3) (any other relevant details) | |
| 7 | 7 | 7 | ARTICLE WRITING | |
| | | | Format (heading and writer's name) | 1 mark |



| | | | Content | 4 marks |
|---|---|---|--|---------|
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| 7 | – | 7 | Suggested value points: (JOYS AND RESPONSIBILITIES OF BEING EIGHTEEN / any other suitable heading) joys: – finally acceptance as an adult – voting rights, getting a driving licence – unlimited freedom – enjoying youthful days – dreams, challenges, opportunities (min 3 points) responsibilities: – career – mature behaviour expected – childishness discouraged – greater accountability – shouldering the family and household responsibilities (min 3 points) (any other relevant details) | |
| | | | OR | |
| | | | Suggested value points: (WOMEN SAFETY IN INDIA/ any other suitable heading) present situation: – frightening, no safety for women – recent cases of crime against women (stared at, molested, discriminated against) – cases of discrimination at workplace, home, society solutions: – effective implementation of laws protecting women rights – strict laws as a deterrence to crime – creating social awareness, boycott of those who indulge in any crime against women – self-defence techniques to be taught to girls and women in schools, colleges, offices and residential colonies – better surveillance by law enforcing authorities (any 4 points) (any other relevant details) | |
| – | 7 | – | Suggested value points: (STATUS OF WOMEN IN SOCIETY/ any other suitable heading) – emotionally as well as intellectually a woman is as good as a man if not better – not allowed the same status as a man in Indian society – shoulders maximum responsibilities at home and workplace – doesn't even get equal pay for equal work at certain places | |



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| | | | <ul style="list-style-type: none"> – stared at, molested and discriminated against at home and workplace and in society <p>suggestions</p> <ul style="list-style-type: none"> – promoting education and skill development for women – giving priority in jobs – women friendly laws – reserving at least 50% seats in elected councils and democratic institutions – recognising and celebrating women's contribution in every field (any other relevant point) | |
| | | | OR | |
| | | | <p>Suggested value points: (TV AS A TOOL OF INSTRUCTION / any other suitable heading)</p> <p>parent's views</p> <ul style="list-style-type: none"> – biased and negative / over anxiety of parents to correct the children – treat TV viewing as a waste of time – fear that it will have negative impact on young children <p>children's view</p> <ul style="list-style-type: none"> – not always wrong and immature – can take right decisions – parents must have faith in their children <p>benefits of TV viewing</p> <ul style="list-style-type: none"> – some programmes on TV can be educative, informative and entertaining too – parents must guide children about good programmes on TV – watch certain programmes together – examples of few channels (any other relevant details) | |
| | | | <p style="text-align: center;">SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</p> <p>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.</p> | |
| 8 | 8 | 8 | <p>[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.]</p> <p>Value points:</p> | |
| (a) | (a) | (a) | <ul style="list-style-type: none"> – fear of separation – childhood fear – that the mother was getting very old – that her face looked ashen like that of a corpse – fear that she would be alone when the mother died – it might be their last meeting | 1 mark |



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| (b) | (b) | (b) | <ul style="list-style-type: none"> – couldn't reconcile herself to the thought of losing her mother – she would be left alone / separation from the mother – there were obvious signs that the mother would pass away very soon – she was deeply attached to her mother / had the childhood fear of losing her mother | 1 mark |
| (c) | (c) | (c) | <ul style="list-style-type: none"> – unpleasant thought / very painful thought of separation / was feeling uneasy and disturbed / was going away from the mother and so didn't want to carry the thought with her / painful at the thought of separation | 1 mark |
| (d) | (d) | (d) | simile (like that of a corpse) | 1 mark |
| | | | OR | |
| (a) | (a) | (a) | <ul style="list-style-type: none"> – children of the slum / children of elementary school classroom in a slum / poor children / deprived children | 1 mark |
| (b) | (b) | (b) | <ul style="list-style-type: none"> – the mainstream society / better living conditions / vitality / energy / all that the children have been deprived of / happiness / progress | 1 mark |
| (c) | (c) | (c) | <ul style="list-style-type: none"> – shame / embarrassment / harsh realities of the world of the slums / inferiority complex / problems / depression / malnourished / poverty | 1 mark |
| (d) | (d) | (d) | <ul style="list-style-type: none"> – simile (like rootless weeds) / repetition (far, far) / metaphor (gusty waves) / alliteration (far, far, from) | 1 mark |
| 9 | 9 | 9 | <p>Short answer type questions</p> <p>Distribution of marks:</p> <p>Content:</p> | 2 marks |
| | | | <p>Expression</p> <p>(deduct ½ a mark for two or more grammatical/spelling mistakes)</p> | 1 mark |
| | | | Value points: | |
| (a) | – | – | <p>who:</p> <p>the village people (old Hauser, the former mayor, the former postmaster and several others) / the villagers</p> <p>why:</p> <ul style="list-style-type: none"> – to pay respect to the teacher for his faithful service / also to show respect for the country that was theirs no more / bidding farewell to the teacher and language / feeling of regret for not having learnt the language | 3 marks |
| – | (a) | – | <ul style="list-style-type: none"> – arrangement for exam made in the prison itself – in Evan's cell – removed all sharp objects like razor, nail file, nail scissors from the cell – a person arranged as invigilator frisked at the prison gate, briefcase checked thoroughly – cell bugged so that the governor could listen to every talk / all the prison officers were put on alert – Mr Jackson and Mr Stephens put on duty – Stephens sat outside the cell, peeped in time and again <p style="text-align: center;">(any 2)</p> | 3 marks |



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| – | – | (a) | M Hamel blamed himself, the students and the parents of his students for neglecting the study of French language – They had all needlessly postponed the learning. – Many parents might have preferred putting their children to work on a farm or at the mills to have a little more money. – He himself had sent his students to water his flowers and sometimes given them a holiday when he had wanted to go fishing. (any 2) | 3 marks |
| (b) | – | – | – It was safe. – It was only 2-3 feet deep at the shallow end and nine feet deep at the other end. – The drop was gradual. – The Yakima river was treacherous. / Many drownings had already happened there. (any 2) | 3 marks |
| – | (b) | – | Happy ending / Roger skunk to smell like roses forever – the wizard to hit the mother / Mother had no right to interfere in the matter (any one) | 3 marks |
| – | – | (b) | – was weak and trembling – shook and cried when he lay in bed – couldn't eat – haunted by fear – became extremely physically weak – never went back to the pool again – feared water – felt handicapped for many years – couldn't enjoy any water sport like swimming, fishing, boating and canoeing (any 2) | 3 marks |
| (c) | – | – | – time for introspection / create an exotic moment of togetherness / save the world from disasters and wars / give us an opportunity to understand each other and save ourselves from death / time to express oneness with nature / in harmony with nature (any 2) | 3 marks |
| – | (c) | – | – A thing of beauty brings joy and removes the gloom. / search for beautiful things | 3 marks |
| – | – | (c) | The earth is taken as a symbol (when everything seems dead and later proves to be alive / nurturing life under apparent stillness) | 3 marks |
| (d) | – | – | – becomes a joy forever / provides eternal joy / uplifts one's mood – never fades away – its loveliness keeps on increasing – provides a pleasant and quiet place (a bower quiet for us) – a sleep full of sweet dreams and health and quiet breathing – makes life worth living in spite of despondence, inhuman dearth of noble natures, gloomy days, unhealthy and over darkened ways – it removes the pall from our dark spirits (any 2) | 3 marks |



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| – | (d) | – | – male domination / oppressive marriage / symbol of bondage / symbol of gender inequality / burden of an unhappy marriage | 3 marks |
| – | – | (d) | – wants to get out of the bondage imposed by the uncle if not in reality then at least symbolically – expression of a hidden desire / giving expression to her unfulfilled wishes (any one) | 3 marks |
| (e) | – | – | (Open ended question – either of the two endings should be accepted) Jo’s – wanted a happy ending to the story / wanted the skunk to smell like roses so that he could play with the other animals / ugliness has no place in a child’s world / peer acceptance is very important for them/ child’s point of view / freedom of choice Jack – wanted the skunk to have its original smell / didn’t want the wizard to hit the mother / aimed at teaching an important lesson that parents are the best judge / adult perspective / acceptance of oneself | 3 marks |
| – | (e) | – | – at the first opportunity he headed west / went up the Tieton to Conrad Meadows, up the Conrad Creek to Meade Glacier – camped in the high meadow by the side of Warm Lake – the next day he stripped, dived into the lake and swam across to the other shore and back – shouted with joy – had conquered his fear (any 2) | 3 marks |
| – | – | (e) | – wanted his advice on how to get rid of his smell – so that other animals could play with him – advised to go to the wizard to get his problem solved | 3 marks |
| (f) | – | – | – the governor could have brought the police force with him from the prison itself – he could have travelled in the van himself with Evans to take him to the prison – should have checked the credentials of the officials escorting him to the prison (any 2) | 3 marks |
| – | (f) | – | – expression of rebellion against imposition of the German patriotic feeling / wanted his students and the villagers to safeguard their language for freedom – love for the country which would not be theirs any longer (any one) | 3 marks |
| – | – | (f) | – a pleasant fellow / not violent – a star at concerts – good at imitation – congenital kleptomaniac (any 2) | 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 | |



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| | | | can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.] | |
| 10 | 10 | 10 | Distribution of marks: Content | 3 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value points: | 3 marks |
| 10 | 10 | 10 | Evils of Bribery – Tiger King’s desire to prove the astrologers wrong – vowed to kill one hundred tigers to ensure his longevity – hunting of tigers prohibited in his kingdom – The British officer was also not allowed to hunt. – throne at stake – offer of diamond rings to the official’s wife – cost him 3 lacs but saved his crown (any 3 points) student’s response to this situation with logical response | |
| | | | OR | |
| | | | Dr Sadao – a patriotic Japanese – married a Japanese with his father’s permission – loved his country – saved the life of the General by operating on him – informed the General about the American sailor, how he had saved him, requested the General to do whatever was necessary in the matter – agreed to the arrangement of getting the American sailor killed by professional assassins sent by the General – informed the General about the American’s escape (any 3 points) a dedicated surgeon – treated the enemy soldier, saved his life – faced difficulties at home from his wife and servants – endangered his own life and that of his family – saved the life of the General by operating on him – did not let personal prejudice override his duties as a doctor (any 3 points) | |
| 11 | 11 | 11 | Distribution of marks: Content: | 3 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value Points: | 3 marks |



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| 11 | – | – | <p>Difficulties faced by the bangle makers of Firozabad</p> <ul style="list-style-type: none"> – long hours of work in the glass furnaces with high temperatures – live in dingy cells without air and light – health problems – lose eyesight at a young age – remain uneducated – houses are hovels with crumbling walls, wobbly doors, no windows, crowded with families of human and animals coexisting in a primeval state – extreme poverty in spite of mind numbing toil (hard work) – vicious cycle of exploitation by middlemen, money lenders, police and bureaucrats – no leader to raise their problems – face apathy and injustice all their lives – cannot even organise themselves into a cooperative as they fear that it might be treated as being illegal – burdened by the stigma of caste in which they are born – no initiative or daring left in their lives <p>(any other relevant point)</p> <p style="text-align: center;">(any 3)</p> | |
| – | 11 | – | <ul style="list-style-type: none"> – traditions (lineage) / stigma of the caste in which they are born – lack of ambition (mind numbing toil has killed all initiative and the ability to dream) – no cooperative – vicious circle of the sahkars / who trapped their fathers and forefathers – poverty, apathy, greed, injustice – extreme poverty – no leader to raise their problems – exploitation at the hands of sahkars, the middlemen, the policemen, the keepers of law, the bureaucrats and the politicians – poor living conditions / working conditions – poor health (lose eyesight before they become adults) <p style="text-align: center;">(any 3)</p> | |
| – | – | 11 | <p>Mukesh, ambitious</p> <ul style="list-style-type: none"> – wants to break the family tradition – wants to become a motor mechanic – feels deeply hurt at the prevailing poverty – feels disillusioned and therefore resolves to do something different – firm, has strong determination – ready to walk a long distance every day to a garage and learn to become a motor mechanic – has his roots in Firozabad <p style="text-align: center;">(any one)</p> <p>Saheb</p> <ul style="list-style-type: none"> – a rootless migrant from Bangladesh – a rag picker at Seemapuri – wants to study at a school – starts working at a tea stall for a salary | |



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| | | | <ul style="list-style-type: none"> – has no ambition <p style="text-align: center;">(any one)</p> <p>Why</p> <ul style="list-style-type: none"> – Mukesh has his roots in Firozabad whereas Saheb is a migrant and for him the problem is that of survival | |
| | | | OR | |
| 11 | – | – | <p>The Ironmaster invited the peddler as a former comrade or colleague. / did not insist much</p> <p>Peddler afraid to go to the manor house as he had stolen money from the Crofter</p> <p>Edla</p> <ul style="list-style-type: none"> – more persuasive – firm yet polite – sympathised with him for the hard time he was facing – assured him that he was free to leave whenever he desired after the Christmas celebration was over – won his confidence with her polite, compassionate and sympathetic attitude <p style="text-align: center;">(any 3)</p> | |
| – | 11 | – | <p>the Ironmaster invited the peddler as a former comrade or colleague / did not insist much</p> <p>Peddler afraid to go to the manor house as he had stolen money from the Crofter (lion's den)</p> <p>Edla</p> <ul style="list-style-type: none"> – more persuasive – firm yet polite – sympathised with him for the hard time he was facing – assured him that he was free to leave whenever he desired after Christmas celebration was over – won his confidence with her polite, compassionate and sympathetic attitude / the peddler agreed to go with Edla <p style="text-align: center;">(any 3)</p> | |
| – | – | 11 | <ul style="list-style-type: none"> – the crofter lived alone in his cottage / wanted to enjoy human company / told the peddler about his work and his savings / the peddler seemed incredulous, then the crofter took the leather pouch and took out three wrinkled ten kronor notes – the peddler stole the crofter's money – felt caught up in a rattrap when he lost his way in the forest | |
| | | | <p>Q12 & Q 13 – Long Reading Text – Silas Marner / The Invisible Man</p> <p>[NOTE: Accept any answer that correlates with the novel and seems relevant]</p> | |
| 12 | 12 | 12 | <p>Distribution of marks:</p> <p>Content:</p> | 3 marks |
| | | | <p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [1½]</p> | 3 marks |



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| | | | coherence and relevance of ideas and style [1½] | |
| | | | Value Points: | |
| | | | <p>Silas Marner betrayed by his friend, William Dane</p> <ul style="list-style-type: none"> – shared the same religious sect in Lantern Yard – William Dane framed Silas Marner <ul style="list-style-type: none"> - empty bag found in Silas' room - knife found at the crime scene - married Silas Marner's beloved / fiancée – with deacon falling ill – Silas Marner looking after him – deacon died during Silas Marner's turn – ironic that he was accused of a crime and sin when he was doing a sacred duty to the church | |
| | | | OR | |
| | | | <ul style="list-style-type: none"> – Griffin's appearance (wrapped up from head to toe, the brim of his hat hid every inch of his face) – arrived on a winter day through a biting wind and driving snow – walked all the way from Bramblehurst railway station – without much introduction he took up quarters in the inn – stays aloof – looks strange with a muffled and bandaged head – snubs Mrs Hall when she tries to be friendly – keeps to his room – mostly talking to himself – The Invisible man is rude with Teddy Henfrey and asks him to leave the room – Teddy spreads rumours – he tells Mr Hall – the Invisible Man wanted by police / wrapped to conceal identity – dog tears his trousers – Fearenside sees absence of pink flesh says either a black man or piebald – Mrs Hall sees him without a hat / he quickly covers his mouth when she enters – terrorises Cuss by showing empty sleeves and tweaking his nose with an invisible hand <p style="text-align: center;">(min 3)</p> | |
| 13 | 13 | 13 | Distribution of marks: | |
| | | | Content: | 3 marks |
| | | | Expression | 3 marks |
| | | | grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] (deduct ½ a mark for two or more grammatical/spelling mistakes) | |
| | | | Value points: | |
| | | | <p>Dolly Winthrop</p> <ul style="list-style-type: none"> – wife of the wheelwright, Ben Winthrop and mother of Aaron – Dolly takes upon herself to help Silas – raises Eppie – believes in customs and traditions | |



| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> – persuades Silas to trust in God always and go to church – mainstream of social life – Dolly later becomes Eppie’s godmother and mother-in-law – is kind and patient – devoutly religious – open and friendly – friend and guide to Silas Marner – helps in the reorientation of Silas Marner <p style="text-align: center;">(any 3)</p> | |
| | | <p>Marvel</p> <ul style="list-style-type: none"> – poor, homeless, jobless, wanderer, a tramp wearing shabby, old fashioned clothes / bearded plump and short limbs/ harmless / simple /nose of cylindrical protrusion – wears a shabby obsolete hat, shoelaces substitute for button – air of abandon and eccentricity about him / does everything in a leisurely manner / Griffin considers him stupid – unwilling to work for the Invisible man – drinks a lot and when he hears the invisible man he thinks it is due to the drink – practical man – accedes to Griffin’s request as he realises that the latter is a man of power – Griffin thinks he is stupid and makes him the victim of his manipulations – first visible partner and companion to the Invisible Man – fear of injury makes him a puppet carrying out orders – carries scientific notes and a large sum of money for the Invisible Man – he is smart enough to take protection in the cell / jail to save himself from the Invisible Man – when Invisible Man’s retaliation turns against Dr Kemp, Marvel is saved – smart, knows what advantages to take from the situation – gets all the money – keeps the books – becomes owner of an inn – only one who is benefitted from association with Griffin <p style="text-align: center;">(any 3)</p> | |

