

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

## ENGLISH (Core)

Time allowed : 3 hours

Maximum Marks : 100

### General Instructions :

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



1. Read the passage 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.
- 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 10<sup>th</sup> station where Jesus was stripped of his clothes, the 11<sup>th</sup> where he was nailed to the cross, the 12<sup>th</sup> where he died on the cross, the 13<sup>th</sup> where the body was removed from the cross, and the 14<sup>th</sup>, his tomb.
- 4 For all this weighty tradition, the approach and entrance to the church is nondescript. 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 a 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 the given options :

$1 \times 4 = 4$

(a) How does Jerusalem still retain the charm of the 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 nondescript.
  - (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 :

$1 \times 6 = 6$

- (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:  $1 \times 2 = 2$ 
  - (i) A large grave (para 3)
  - (ii) Having no interesting features/dull (para 4)



- 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.
- 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 the given options :  $1 \times 2 = 2$

- (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.

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

4. Your school, Akash Public School, Agra needs a canteen manager. On behalf of the Principal, write an advertisement in about 50 words to be published in the classified columns of a local daily. Mention the educational and professional qualifications, other qualities required in the manager, who to apply to and the last date for the receipt of applications. 4

**OR**

Your club is going to organise an interclass singing competition. Write a notice in about 50 words inviting names of the students who want to participate in it. Give all the necessary details. You are Navtej/Navita, Secretary, Music Club, Akash Public School, Agra.

5. You are Navtej/Navita, Secretary, Environment Club, Akash Public School, Agra. You, along with a group of students, went on a 3-day tour through Corbett National Park. You found how the tourists abuse the available facilities and thus endanger the environment. Write a letter in 120 – 150 words to the editor of a national daily highlighting the situation. Suggest ways through which the environment of the Park can be saved. 6

**OR**

On Teacher's Day, you read in a newspaper that privately owned and managed schools in small towns or even in the suburbs of metropolitan cities exploit their teachers by paying them just a fraction of their authorised salaries. This affects their performance in the classroom and thus the lives of their students. Write a letter in 120 – 150 words to the editor of a national daily raising your voice against such exploitation. Suggest ways to solve this problem. You are Navtej/Navita, 112 Taj Road, Agra.



6. Consumerism is increasing day by day. Luxuries of yesterday have become necessities of today. The result is that the more we want the more miserable we become. Write a debate in 150 – 200 words on ‘The only way to minimise human suffering and pain is to control our needs.’ You are Navtej/Navita. 10

**OR**

Migration from villages to cities has led to the spread of urban slums. People living in these slums lead a miserable life. Economic disparity leads to the problems of law and order. Write a debate in 150 – 200 words on ‘Solution to the problem of misery in the urban slums lies in creating jobs in the villages’. You are Navtej/Navita.

7. Ragging has raised its ugly head again. A recent incident at a prestigious school has shown that this evil has not yet come to an end. Write an article in 150 – 200 words on ‘Ragging, an Evil’. You are Navtej/Navita. 10

- \* a practice from the British era
- \* original aim, respect for hierarchy
- \* enforcing traditions, discipline
- \* Prefect – a teacher substitute
- \* misuse of authority
- \* vulgar aspect
- \* fatalities
- \* solution

**OR**



India is a tourist's dream destination. Give your views on the tourism potential of India in an article in 150 – 200 words. You are Navtej/Navita.

- \* places of worship – religious tourism
- \* foreigners – places of historical interest
- \* the rich – hill stations during summers
  - the sun-kissed beaches in winters
  - leisure tourism
- \* medical tourism – world class hospitals

**SECTION C — (Literature, Text Books and Long Reading Text) 40**

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

and  
looked out at young  
trees sprinting, the merry children spilling  
out of their homes, but after the airport's  
security check, standing a few yards  
away, I looked again at her, wan,  
pale  
as a late winter's moon and felt that  
old  
familiar ache, ... ..



- (a) How can the trees sprint ? 1
- (b) Why did the poet look at her mother again ? 1
- (c) What did she observe ? 1
- (d) Identify the figure of speech used in these lines. 1

**OR**

On their slag heap, these children

Wear skins peeped through by bones and spectacles of steel

With mended glass, like bottle bits on stones.

- (a) Who are these children ? 1
- (b) What is their slag heap ? 1
- (c) Why are their bones peeping through their skins ? 1
- (d) What does 'with mended glass' mean ? 1

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

- (a) "It is his *karam*, his destiny." What is Mukesh's family's attitude towards their situation ?
- (b) What were the terms of the indigo contract between the British landlords and the Indian peasants ?
- (c) How will 'keeping quiet' protect our environment ?
- (d) Which objects of nature does Keats mention as sources of joy in his poem, 'A Thing of Beauty' ?
- (e) Why did the Tiger King decide to get married ?
- (f) What was Sadao's father's dream for him ? How did Sadao realise it ?



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

6

Even today so many among us believe in superstitions. An astrologer predicted about 'the Tiger King' that he would be killed by a tiger. He 'killed' one hundred tigers yet was himself 'killed' by a tiger. How did the superstitious belief 'prevail' ?

**OR**

Dr. Sadao faced a dilemma. Should he use his surgical skills to save the life of a wounded person or hand an escaped American P.O.W. over to the Japanese police ? How did he resolve this clash of values ?

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

6

How did the order from Berlin change the situation in the school ?  
(The Last Lesson)

**OR**

It is not unusual for a lower middle class girl to dream big. How unrealistic were Sophie's dreams ?

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

6

Describe how Silas Marner is betrayed by his friend, William Dane.

**OR**

Why and how did Griffin rob the Vicar's house ?



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

6

‘Evil begets evil.’ In the light of this remark, describe the character of Dunstan Cass.

**OR**

Attempt a character sketch of Mrs. Hall.





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 AWARDED MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.



12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. 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



## SUGGESTED VALUE POINTS

SECTION A: READING				
1	1	1	<b>COMPREHENSION PASSAGE</b>	
			NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	
(a)	(a)	(a)	(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"> <li>– to venerate the place of burial</li> <li>– to protect the Holy Sepulchre</li> <li>– to show his official recognition and respect for Christianity</li> <li>– the original burial site destroyed by continuous attacks and rebuilding</li> </ul> <p style="text-align: center;">(any one)</p>	1 mark
(g)	(g)	(g)	<ul style="list-style-type: none"> <li>– not interested in the history or tradition of the place</li> <li>– interested in the novelty of the place and in photographing it</li> <li>– clueless about directions and locations of important sites</li> </ul> <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"> <li>– a low door leads to a narrow, smaller chamber inside</li> <li>– a large marble slab covers the original rock bench on which the body of Jesus was laid, this makes the chamber very narrow</li> <li>– people enter in a single file to pray at the tomb</li> </ul> <p style="text-align: center;">(any one)</p>	1 mark
(j)	(j)	(j)	<ul style="list-style-type: none"> <li>– felt embarrassed</li> <li>– didn't want to be seen crying by others</li> <li>– Like a true Christian she felt overwhelmed as Jesus was buried there, while others seemed unconcerned.</li> </ul> <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	<b>COMPREHENSION PASSAGE</b>	



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



(h)	(h)	(h)	<ul style="list-style-type: none"> <li>– a pilgrimage is symbolic of contemplation, meditation and acceptance</li> <li>– a metaphor for the constant growth or movement and love for nature that we should hold in our hearts</li> <li>– not to treat a pilgrimage like a picnic</li> <li>– to observe austerity in order to experience spiritual upliftment</li> <li>– pilgrimage must be treated as a path to peace and knowledge</li> <li>– to understand the grace and significance of a pilgrimage</li> <li>– to promote brotherhood through a pilgrimage (any one)</li> </ul>	1 mark
(i)	(i)	(i)	<ul style="list-style-type: none"> <li>i) rendered</li> <li>ii) complacent</li> </ul>	1 mark 1 mark
3	3	3	<p><b>Note</b></p> <ul style="list-style-type: none"> <li>• <b>If a student has attempted only summary or only notes, due credit should be given.</b></li> <li>• <b>1 mark allotted for the title be given, even if a student has written the title either in Q3(a) or Q3(b)</b></li> <li>• <b>Content must be divided into headings and sub-headings</b></li> </ul> <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. <u>Complete sentences are not to be accepted as notes.</u> Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	<p><b>NOTE MAKING</b></p> <p>Distribution of Marks</p> <p><b>Abbreviations / Symbols</b> (with /without key) – any four</p> <p><b>Title</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p>	1 mark 1 mark 3 marks
			<p><b>Suggested Notes</b></p> <p><b>NOTE:</b></p> <p>Accept the notes and summary in the third person. Also accept them written in the first person provided the format is correct and content is covered properly.</p>	
			<p><b>Title:</b> Art of Listening / Hearing vs. Listening / any other relevant title</p>	
			<p>1 Difference b/w Hearing &amp; Listening</p> <p>1.1 hearing diff. from listening</p> <p>1.2 hearing – phy</p> <p style="padding-left: 20px;">1.2.1 sound waves</p> <p style="padding-left: 20px;">1.2.2 may not understand</p> <p>1.3 listening – full attention</p>	



			<p>2.1 prejudices / preconceived notions</p> <p>2.2 pretend to listen</p> <p>2.3 sit in judgement</p> <p>2.4 –ive mind-set</p> <p>3 Benefits of Listening / Benefits / Advantages</p> <p>3.1 full awareness &amp; conc.</p> <p>3.2 suspend judgement</p> <p>3.3 speak your mind</p> <p>4 Importance of Listening</p> <p>4.1 perfect communication</p> <p>4.2 improve interpersonal relationships</p> <p>4.3 no tension / negativity</p> <p>4.4 understand unspoken words</p> <p>4.5 reduce misunderstanding</p>	
(b)	(b)	(b)	<p><b>Summary</b> The summary should include all the important points given in the notes.</p> <p><b>Content</b></p> <p><b>Expression</b></p>	<p>2 marks</p> <p>1 mark</p>
			<p style="text-align: center;"><b>SECTION B: ADVANCED WRITING SKILLS</b></p> <p><b>NOTE:</b> 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	<b>ADVERTISEMENT</b>	
			<b>Content</b>	3 marks
			<b>Expression</b>	2 marks
			<p><b>Suggested value points</b> [SITUATION VACANT / CANTEEN MANAGER]</p> <ul style="list-style-type: none"> <li>– post advertised – canteen manager</li> <li>– educational qualification</li> <li>– professional qualification</li> <li>– age, experience</li> <li>– other qualities required</li> <li>– salary / perks offered</li> <li>– who to apply – Principal, Akash Public School</li> <li>– how to apply</li> <li>– last date for applying</li> <li>– any other relevant details</li> </ul> <p style="text-align: center;">(min 4 points) (due credit should be given for economy of words used)</p>	
			OR	
4	4	4	<b>NOTICE</b>	
			<b>Format</b> The format should include NAME OF THE INSTITUTION	1 mark



			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.	
			<b>Content</b>	2 marks
			<b>Expression</b>	1 mark
			<b>Suggested value points</b> [INTERCLASS SINGING COMPETITION] <ul style="list-style-type: none"> <li>– what – interclass singing competition</li> <li>– where – Akash Public School / venue</li> <li>– when - day, date, time</li> <li>– last date of submission of entries</li> <li>– to be given to whom / contact details</li> <li>– any other relevant details</li> </ul>	
5	5	5	<b>LETTER WRITING</b> [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. ]	
			<b>Format</b> 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.	1 mark
			<b>Content</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]	2 marks
			(LETTER TO THE EDITOR– CORBETT NATIONAL PARK) <b>Suggested value points</b> <ul style="list-style-type: none"> <li>– tourism – largest industry worldwide</li> <li>– adding to degradation of parks</li> <li>– harms environment in many ways</li> <li>– trampling vegetation</li> <li>– littering in places</li> <li>– disturbing wildlife</li> <li>– vehicles parked in prohibited areas</li> </ul> <p style="text-align: right;">(any 3 points)</p> <b>solution:</b> <ul style="list-style-type: none"> <li>– limiting visitors / vehicles</li> <li>– educating tourists on the issue</li> <li>– taking help of local people</li> <li>– penalty for abuse of facilities, laws</li> <li>– increase in patrolling by forest guards</li> <li>– increase staff and stricter implementation</li> <li>– limit noise pollution</li> <li>– use of non polluting fuel</li> </ul> <p style="text-align: right;">(any 3 points)</p>	



			OR	
			<p>(LETTER TO THE EDITOR–EXPLOITATION OF TEACHERS)</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– private schools becoming business minded</li> <li>– not enough appreciation for teacher’s contribution</li> <li>– pay fraction of their authorised salaries</li> <li>– no perks and allowances</li> <li>– leads to demotivation and loss of interest in work</li> <li>– affects performance in classroom</li> <li>– difficult to get and retain quality teachers</li> </ul> <p>suggestions:</p> <ul style="list-style-type: none"> <li>– government to ensure that such schools pay salaries as per govt. fixed pay scales</li> <li>– school authorities to be more humane</li> <li>– good salary will draw good and competent teachers</li> <li>– payment through banks</li> <li>– government agency to monitor salary and perks</li> </ul> <p>(any other relevant points)</p>	
6	6	–	<b>DEBATE</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2½ ]</p> <p>coherence and relevance of ideas and style [2½]</p>	5 marks
			<p><b>Suggested Value Points</b></p> <p><b>FOR</b></p> <ul style="list-style-type: none"> <li>– dissection cruel and unpleasant</li> <li>– teaches children to abuse animals</li> <li>– unethical</li> <li>– drugs that pass animal tests are not necessarily safe</li> <li>– animals stock piled on top of one another, shipped in crowded containers with no temperature regulation, food or water</li> <li>– negative impact on bio-diversity</li> <li>– ecological imbalance</li> <li>– animal dissection can be replaced using virtual labs and models</li> </ul> <p><b>AGAINST</b></p> <ul style="list-style-type: none"> <li>– will hamper anatomy lessons</li> <li>– will produce generations of researchers without appropriate lab skills</li> <li>– will not give students hands on experience</li> <li>– necessary prelude to further research</li> <li>– has scientific and educational purpose</li> <li>– organs and other matter can be fully examined and described</li> </ul> <p>(any other relevant details)</p>	





			<p><b>Suggested Value Points</b></p> <p>FOR</p> <ul style="list-style-type: none"> <li>– media plays major role in our lives</li> <li>– advent of electronic media facilitates easy understanding</li> <li>– use of visuals more attractive</li> <li>– easier to grab people’s attention</li> <li>– helpful for illiterate people</li> <li>– reaches out to thousands and lakhs of people at the same time</li> <li>– e-media is faster</li> <li>– environment friendly</li> </ul> <p>AGAINST</p> <ul style="list-style-type: none"> <li>– newspaper is dependable</li> <li>– authentic and genuine</li> <li>– editorial comments helpful</li> <li>– electronic media is not viable in places with frequent power cuts</li> <li>– newspaper cheaper</li> </ul> <p>(any other relevant details)</p>	
–	–	6	<p><b>Suggested Value Points</b></p> <p>FOR</p> <ul style="list-style-type: none"> <li>– consumerism becomes excessive when it extends beyond what is needed</li> <li>– personal credit allows to make purchases beyond income level</li> <li>– advertisements reshape our desires around material possessions</li> <li>– crime rate increases</li> <li>– personal relationship gets affected</li> <li>– rat-race to earn more</li> <li>– forced to cope up with stress, other work related tensions</li> <li>– results in a desire for more</li> <li>– psychological health affected</li> </ul> <p>AGAINST</p> <ul style="list-style-type: none"> <li>– consumerism becoming hallmark of most world economies</li> <li>– person’s standard of living is valued by his or her material possessions</li> <li>– more industrial production</li> <li>– higher growth rate economy</li> <li>– more goods and services available</li> <li>– comforts for a better living style</li> <li>– advantageous since goods manufactured have to be sold</li> </ul> <p>(any other relevant details)</p>	
			OR	
–	–	6	<p><b>Suggested Value Points</b></p> <p>FOR</p> <ul style="list-style-type: none"> <li>– cannot afford high cost of living</li> <li>– development of infrastructure in villages</li> <li>– help to start cottage industries</li> </ul>	



			<ul style="list-style-type: none"> <li>- equitable development of rural areas to minimise migration</li> <li>- more than creating job opportunities govt. must improve the quality of slums</li> <li>- government to ensure compulsory service in villages by its employees</li> <li>- adoption of villages by corporates</li> <li>- self-employment opportunities in villages</li> </ul> <p>(any other relevant details)</p>	
7	7	7	<b>ARTICLE WRITING</b>	
			<b>Format</b>	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
7	-	7	<b>Suggested value points:</b> (RAGGING, AN EVIL / any other suitable heading) <ul style="list-style-type: none"> <li>- practice from the British era</li> <li>- original aim, respect for hierarchy</li> <li>- enforcing traditions, discipline</li> <li>- prefect - a teacher substitute</li> <li>- misuse of authority</li> <li>- psychological trauma for freshers</li> <li>- risks life / leads to fatalities</li> <li>- stringent laws and punishments</li> <li>- action against students indulging in ragging</li> <li>- sensitisation on the issue</li> <li>- more activities involving seniors and juniors</li> </ul> <p>(any other relevant point)</p>	
			OR	
			<b>Suggested value points:</b> (TOURISM POTENTIAL IN INDIA / any other suitable heading) <ul style="list-style-type: none"> <li>- place of worship - religious tourism</li> <li>- foreigners - places of historical interest</li> <li>- the rich - hill stations during summers               <ul style="list-style-type: none"> <li>- the sun-kissed beaches in winters</li> <li>- leisure tourism</li> </ul> </li> <li>- medical tourism - world class hospitals</li> </ul> <p>(any other relevant points)</p>	
-	7	-	<b>Suggested value points:</b> (MIDDAY MEAL SCHEME / any other suitable heading ) <ul style="list-style-type: none"> <li>- children from deprived sections are beneficiaries</li> </ul>	



			<ul style="list-style-type: none"> <li>– attraction towards attendance at school</li> <li>– kept from going astray</li> <li>– develop into good citizens</li> </ul> <p><b>Drawbacks</b></p> <ul style="list-style-type: none"> <li>– contaminated food</li> <li>– lack of monitoring and hygiene</li> <li>– corruption at all levels</li> <li>– manner of distributing not dignified</li> <li>– in most places teachers manage kitchens</li> <li>– no infrastructure in schools</li> <li>– payment low / delayed</li> <li>– children treated as burden</li> <li>– can improve if parents are involved</li> <li>– any other relevant point</li> </ul>	
			<b>OR</b>	
			<p><b>Suggested value points:</b> (IMPORTANCE OF MORNING ASSEMBLY / any other suitable heading )</p> <ul style="list-style-type: none"> <li>– strengthens work of school</li> <li>– develops feeling of affiliation and unity among students</li> <li>– inculcates discipline</li> <li>– develops a sense of identity with the culture of the school</li> <li>– enables students to share experiences, stories, anecdotes etc.</li> <li>– providing training in good social behaviour desired in public life</li> <li>– motivates by positive reinforcement</li> <li>– celebrates national festivals</li> <li>– moral development, national integration, secularism</li> <li>– prize winners appreciated</li> <li>– any other relevant points</li> </ul>	
			<p style="text-align: center;"><b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b></p> <p><b>NOTE:</b> The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.</p>	
8	8	8	<p>[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><b>Value points:</b></p>	
(a)	(a)	(a)	– movement of trees backward as the car moves ahead	1 mark
(b)	(b)	(b)	– to see her before departing / her feeling of anxiety and insecurity / love for her mother makes her look at her mother again	1 mark



(d)	(d)	(d)	– simile (as a late winter's moon)	1 mark
			OR	
(a)	(a)	(a)	– the poor / impoverished children of the slums	1 mark
(b)	(b)	(b)	– slum in which they are living / waste material heap / unwanted	1 mark
(c)	(c)	(c)	– physically weak / malnourished / impoverished	1 mark
(d)	(d)	(d)	– too poor to afford spectacles / shattering of dreams	1 mark
9	9	9	Short answer type questions Distribution of marks: <b>Content:</b>	2 marks
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			<b>Value points:</b>	
(a)	–	–	For elders – means of survival For children – wrapped in wonder / they expect to get a coin / gives them the hope of finding more	3 marks
–	(a)	–	– gold / anything valuable	3 marks
–	–	(a)	– views bangle making as destiny / mute acceptance / cannot dream of any other option / no initiative left	3 marks
(b)	–	–	– came from Champaran to Lucknow to speak to Gandhi / accompanied Gandhi everywhere / to Cawnpore ashram and then Calcutta	3 marks
–	(b)	–	– servants thought Gandhi to be a peasant like Shukla – they did not allow him to draw water from the well lest it be polluted / let him stay on the grounds	3 marks
–	–	(b)	– the arable land was divided into large estates owned by Englishmen and worked by Indian tenants – the landlords compelled all tenants to plant 3/20 or 15% of their holdings with indigo (the chief commercial crop) and submit the entire indigo harvest as rent	3 marks
(c)	–	–	– people pursue their goals single-mindedly on keeping their lives moving – would be better if they give themselves some time for rest – keep quiet – will help when they are sad / don't understand themselves / threaten themselves with death – silence is productive and stillness is progress – how earth seems still but nurtures life under apparent stillness (any 2)	3 marks
–	(c)	–	– counting upto twelve and introspection will build a sudden and strange feeling of universal brotherhood / enjoy a unique moment / exotic moment / unusual / everything has come to a standstill / no	3 marks



-	-	(c)	- in a moment of inactivity fishermen will not harm the whales / man will not indiscriminately exploit nature for his vested interests and harm himself (man gathering salt will look at his own hands) / e.g. no green wars, no wars with gases	3 marks
(d)	-	-	- sun / moon / trees – old and young / daffodils / sheep / forests / rills / forest brake / musk rose / tales / grandeur of the dooms (any 4)	3 marks
-	(d)	-	- despondence / lack of noble nature / gloomy days / unhealthy and evil ways (any 2)	3 marks
-	-	(d)	- sun / moon / trees – old and young / daffodils / sheep / forests / rills / forest brake / musk rose	3 marks
(e)	-	-	- vows to kill hundred tigers to ensure his longevity / as soon as he was born, astrologers had foretold that one day the Tiger King would be killed by a tiger	3 marks
-	(e)	-	- the Maharaja had annoyed a high-ranking British officer by refusing him permission to hunt tigers in Paribandapuram / not even allowed the officer photographed with a dead tiger	3 marks
-	-	(e)	- the tiger population at Pratibandapuram became extinct and he had killed 70 tigers / wanted to marry a girl in the royal family of the state with a large tiger population / had to fulfil his vow of killing 100 tigers	3 marks
(f)	-	-	- motionless with his face in the sand - unconscious - with a gun wound on the right side of his lower back which had reopened / flesh blackened with gunpowder	3 marks
-	(f)	-	- American professor and wife were kind-hearted - anxious to do something for foreign students - Professor Harley invited students to his place - Sadao found rooms too small and food bad - met Hana, felt he would love her if it were all possible	3 marks
-	-	(f)	- Sadao's education was his father's chief concern - was sent to America at the age of 22 to learn all he could of surgery and medicine - became an eminent surgeon and scientist - perfecting a discovery which would render wounds clean	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.]	



			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] <b>Value points:</b>	3 marks
			<ul style="list-style-type: none"> <li>– predictions – hundredth tiger would kill him</li> <li>– every action of the Tiger King guided by the prediction</li> <li>– hunting innocent animals</li> <li>– marriage</li> <li>– bribe</li> <li>– taxes</li> <li>– death caused by his own actions</li> </ul>	
			OR	
			<ul style="list-style-type: none"> <li>– Sadao believed in professional loyalty and human kindness</li> <li>– ran the risk of being punished for saving an American</li> <li>– dilemma – to be a patriot or a traitor</li> <li>– surgeon in him instinctively inspires him to operate upon the dying man / save him</li> <li>– his sentimentality for the suffering and wounded help him rise above narrow national prejudices and extend help and services to an enemy</li> <li>– as a patriot reported the prisoner's presence at his house to the General – keeping his integrity as a Japanese</li> <li>– ending of the story highlights humanitarian attitude of Sadao</li> <li>– waited for the assassin to come</li> </ul>	
11	11	11	Distribution of marks:	
			<b>Content:</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] <b>Value Points:</b>	3 marks
11	–	–	Regret in Franz <ul style="list-style-type: none"> <li>– wished he had attended classes more often</li> <li>– paid more attention</li> <li>– found lessons more interesting</li> </ul> The village people regretted <ul style="list-style-type: none"> <li>– they had paid less heed to learning their language</li> <li>– for not letting their wards go to school more often</li> </ul> M Hamel <ul style="list-style-type: none"> <li>– for sending his students to water flowers</li> <li>– giving students a holiday when he wanted to go fishing</li> </ul>	
–	11	–	<ul style="list-style-type: none"> <li>– School very quiet and still – usually very noisy</li> <li>– M Hamel with ruler – banging on the desks</li> <li>– lessons repeated in unison</li> <li>– that day M Hamel dressed in his Sunday best</li> <li>– spoke gently and kindly</li> </ul>	



			<ul style="list-style-type: none"> <li>– villagers present</li> <li>– feeling of patriotism and regret at not having learnt French when they had the time</li> </ul>	
–	–	11	<ul style="list-style-type: none"> <li>– school scene was utterly different</li> <li>– silence prevailed everywhere – feeling of regret</li> <li>– even the noisy classroom breathed a quiet ambience</li> <li>– presence of villagers in the classroom</li> <li>– M Hamel had worn special dress meant for special occasions</li> <li>– since it was the last lesson, everyone paid full attention</li> <li>– M Hamel delivered his lesson to the best of his capability</li> <li>– people realised the worth of M Hamel and the French language</li> <li>– children found the lesson very easy</li> </ul>	
			OR	
11	–	–	<ul style="list-style-type: none"> <li>– Sophie is a young girl full of dreams</li> <li>– incurable dreamer</li> <li>– an escapist from real world</li> <li>– all dreams and disappointments are figments of her own imagination</li> <li>– comes from a lower middle class family</li> <li>– earmarked for the biscuit factory dreams of opening a boutique</li> <li>– becoming a fashion designer or an actor</li> </ul>	
–	11	–	<p>Jansie</p> <ul style="list-style-type: none"> <li>– practical</li> <li>– realistic</li> <li>– grounded</li> <li>– rational</li> <li>– contrast to Sophie’s character</li> <li>– feet firmly planted</li> </ul> <p>Sophie</p> <ul style="list-style-type: none"> <li>– lives in an imaginary world</li> <li>– adores her brother – envies his freedom</li> <li>– doesn’t trust Jansie in certain matters</li> <li>– day dreamer</li> </ul>	
–	–	11	<ul style="list-style-type: none"> <li>– Sophie is a young girl full of dreams but comes from a lower middle class family</li> <li>– she is an escapist from the real world</li> <li>– she is caught in the web of her own creation, not ready to accept what life has to offer her</li> <li>– earmarked for the biscuit factory but dreams of becoming a fashion designer or opening a boutique which may not be achievable because of her financial status</li> <li>– fantasises about Danny Casey, weaves strange stories only to be disappointed</li> </ul>	
			<b>Q12 &amp; Q 13 – Long Reading Text</b>	



12	12	12	Distribution of marks: <b>Content:</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] <b>Value Points:</b>	3 marks
			<ul style="list-style-type: none"> <li>– William Dane is a scheming person</li> <li>– became friends with Silas Marner because they shared the same religious sect in Lantern Yard</li> <li>– framed Silas</li> <li>– Silas accused of the crime as the empty bag was found in Silas' room and his knife was found at the crime scene. Silas' knife had been with William</li> <li>– William wanted to get rich quickly stole Silas' fiancée</li> <li>– with deacon falling ill, he sees his opportunity and works out a plan to do both – frames Silas and manages to marry Sarah / Silas' fiancée</li> </ul>	
			OR	
			<ul style="list-style-type: none"> <li>– four – early morning</li> <li>– vicar and wife hears noises and a violent sneeze</li> <li>– something snapped – drawer opened</li> <li>– rustle of papers</li> <li>– match struck – study room flooded with yellow light</li> <li>– sound of money gone from drawer</li> <li>– kitchen door slammed</li> <li>– get to know about it through the narrator of the vicar and his wife</li> </ul>	
13	13	13	Distribution of marks: <b>Content:</b>	3 marks
			<b>Expression</b> 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)	3 marks
			<b>Value points:</b>	
			Dustan Cass <ul style="list-style-type: none"> <li>– squire's youngest son</li> <li>– cruel / lazy / manipulative / greedy – ready to say anything to get what he wants</li> <li>– blackmails his brother Godfrey (threatens to reveal the latter's secret marriage)</li> <li>– forces his brother to sell off his favourite horse, 'Wildfire' and strikes a good bargain with Bryce</li> <li>– his greed gets the animal killed</li> <li>– sees Silas' cottage – wants to borrow but steals Silas' money</li> </ul>	





			OR	
			<p>Character sketch of Mrs Hall</p> <p>Business woman</p> <ul style="list-style-type: none"><li>– wife of Mr Hall</li><li>– owner of the Coach and Horses Inn</li><li>– down to earth</li></ul> <p>Greedy</p> <ul style="list-style-type: none"><li>– since the stranger had compensated for his mess so she defends him by calling him an experimental investigator</li><li>– stands her ground – scared but confronts Griffin (and says he must come only through door when she suspects the latter's involvement in the burglary)</li><li>– practical – disciplined by years of experience, remained in the bar next to the till and suppressed her curiosity</li><li>– used to making her decisions – expected nothing from her husband</li></ul>	

