

SERIES GBM [SET 4]

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)

MARCH 2017

MARKING SCHEME

ENGLISH ELECTIVE (C)

## GENERAL INSTRUCTIONS

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

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8. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
9. IF A CANDIDATE HAS ATTEMPTED AN EXTRA QUESTION, ANSWER TO THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
10. IF A STUDENT WRITES A SINGLE WORD IN RESPONSE TO A SHORT ANSWER TYPE QUESTION AND IT CONSTITUTES THE CORE OF THE ANSWER IT SHOULD BE ACCEPTED AND AWARDED FULL MARKS.
11. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE AS AN ANSWER TO A QUESTION, NO MARKS SHOULD BE DEDUCTED FOR THIS SO LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT ESPECIALLY IN Q.1 (SECTION A) AND Q.8 (SECTION C).
12. SOME OF THE QUESTIONS MAY RELATE TO HIGHER ORDER THINKING SKILLS. THESE QUESTIONS ARE TO BE EVALUATED CAREFULLY AND THE STUDENT'S UNDERSTANDING / ANALYTICAL ABILITY MAY BE JUDGED.
13. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS ARE TO BE DEDUCTED FOR EXCEEDING THE WORD LIMIT.
14. A FULL SCALE OF MARKS 0 - 100 IS TO BE USED. IN CASE AN ANSWER BOOK DESERVES 95 MARKS AND ABOVE, MARKS TO BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN IN THE GUIDELINES FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 5 – 6 HOURS EVERY DAY AND EVALUATE 20 – 25 ANSWER BOOKS AND SHOULD DEVOTE A MINIMUM OF 15 – 20 MINUTES TO EVALUATE EACH ANSWER SCRIPT.

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	<b>SECTION A (READING)</b>	<b>TOTAL MARKS 20</b>
<b>1</b>	<b>COMPREHENSION PASSAGE</b>	<b>10 MARKS</b>
	The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. <b>Please do not hesitate to award full marks if the answer deserves it.</b>	
	<b>Objective:</b> To identify and understand main parts of the text. <b>Note:</b> No penalty for spelling and grammatical errors. Full marks to be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. Accept any other answer equivalent in meaning to the answers given below.	
1.1(a)	(i) respected by all (ii) love and healthy regard by those who matter to us	½ + ½ mark
(b)	creates a respectable aura around the man of the house	1 mark
(c)	providers and protectors	1 mark
(d)	man's aura diminished – treated less God-like / had to earn it by other means	1 mark
(e)	what you earn through who you are, how you conduct yourself and interact with others	1 mark
(f)	self respect arouses respect in others, which further enhances self respect	1 mark
1.2(a)	(i) be willing to listen	1 mark
(b)	(i) imbibe (ii) develop either of the above	1 mark
(c)	(iii) appreciable	1 mark
(d)	(iv) become blurred	1 mark
<b>2</b>	<b>NOTE MAKING</b> <b>Objective:</b> 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.	<b>10 marks</b>
2.1	Distribution of Marks <b>Abbreviations/Symbols</b> (with / without key) – minimum four <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes) <b>Title</b>	1 mark 4 marks 1 mark

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	<p><b>IMPORTANT INSTRUCTIONS</b></p> <p>The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes. Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>													
	<p>Note:</p> <ul style="list-style-type: none"> <li>- If a student has attempted only the summary or the notes, due credit should be given.</li> <li>- 1 mark allotted for the title to be given if the student has written the title either in Q. 2(a) or 2(b)</li> </ul>													
	<p><b>Title: Television / Importance of Television / Any other suitable title</b></p>													
	<ol style="list-style-type: none"> <li>1. Why important             <ol style="list-style-type: none"> <li>1.1 attracts all age group</li> <li>1.2 national integration &amp; dev.</li> <li>1.3 persuasive medium</li> </ol> </li> <li>2. <u>T.V.</u> represents             <ol style="list-style-type: none"> <li>2.1 national picture &amp; perspective</li> <li>2.2 different religious &amp; cultural experiences</li> <li>2.3 vast reach</li> <li>2.4 mass educator</li> </ol> </li> <li>3. Function of <u>T.V.</u> <ol style="list-style-type: none"> <li>3.1 disseminate message of <u>dev.</u> &amp; modernisation</li> <li>3.2 create awareness</li> <li>3.3 medium of mass <u>comm.</u></li> <li>3.4 <u>a.v.</u> to remote areas</li> </ol> </li> <li>4. Educational uses             <ol style="list-style-type: none"> <li>4.1 powerful educational medium                 <ol style="list-style-type: none"> <li>4.1.1 combine speaking, writing &amp; showing</li> </ol> </li> <li>4.2 compresses <u>info.</u> &amp; cultural diversity</li> <li>4.3 part of our popular culture- part of our life itself</li> </ol> </li> </ol>													
	<p><b>Suggested abbreviations:</b></p> <table border="1" data-bbox="339 1742 1147 1861"> <tr> <td>T.V.</td> <td>Television</td> <td>&amp;</td> <td>And</td> </tr> <tr> <td>dev.</td> <td>Development</td> <td>a.v.</td> <td>audio visual</td> </tr> <tr> <td>info.</td> <td>Information</td> <td>comm.</td> <td>communication</td> </tr> </table>	T.V.	Television	&	And	dev.	Development	a.v.	audio visual	info.	Information	comm.	communication	
T.V.	Television	&	And											
dev.	Development	a.v.	audio visual											
info.	Information	comm.	communication											
	<p><b>Note:</b> 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.</p>													

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	<b>SUMMARY</b> <b>Objective:</b> 1. To expand notes (headings and sub-headings) into a summary. 2. To test the ability of extraction.	<b>4 marks</b>
	Distribution of Marks <b>Content</b> <b>Expression</b> Note: The summary should cover all the important points in the notes.	3 marks 1 mark
	<b>SECTION B: (WRITING AND GRAMMAR)</b>	<b>40 marks</b>
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.	
<b>3</b>	<b>NOTICE</b> <b>Objective:</b> To draft a notice in an appropriate style	<b>4 marks</b>
	<b>Format:</b> The format should include NAME OF THE INSTITUTION / ISSUING AUTHORITY / NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box.	1 mark
	<b>Content</b>	2 marks
	<b>Expression :</b> Coherence and relevance of ideas, grammatical and spelling accuracy	1 mark
	<b>Suggested Value Points</b> - organised by whom - event, time, date, venue - purpose - how to join - contact details - any other relevant details	
	<b>OR</b>	
	<b>ADVERTISEMENT</b> <b>Objective:</b> To use an appropriate style.	<b>4 marks</b>
	<b>Format:</b> Title + contact details (with or without a box)	½ + ½ mark
	<b>Content</b>	2 marks
	<b>Expression :</b> Grammatical and spelling accuracy	1 mark
	(To let / Accommodation available / On Rent) <b>Suggested Value Points</b> - flat for rent - details of flat – floor, area, no. of bedrooms, additional features - location and locality - facilities - expected rent - contact details - any other relevant point	

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<b>4.</b>	<b>LETTER WRITING</b>	<b>6 marks</b>
	<b>LETTER TO EDITOR</b> <b>Objective:</b> To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	<b>Format</b> 1. sender's address 2. date 3. receiver's address 4. subject 5. salutation 6. complementary close 7. sender's signature / name	1 mark
	<b>Content</b>	<b>3 marks</b>
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (1) Coherence and relevance of ideas and style (1)	<b>2 marks</b>
	<b>Suggested Value Points:</b>  - commending / appreciating women's performance against all odds - made Nation proud - reasons for success <b>challenges faced</b> - gender bias - poor facilities - lack of funds by government - lack of encouragement by family and society - stereotypical mind set of the society - any other relevant point	
	<b>OR</b>	
	<b>LETTER OF COMPLAINT</b>	
	<b>Suggested Value Points</b> - purchase details – date, product, bill number - description of the defects - inconvenience caused - reference to the warranty/guarantee terms - action required to be taken / remedial action - any other relevant point	
<b>5</b>	<b>REPORT WRITING</b>  <b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	<b>10 marks</b>

	<b>Format:</b> Heading and writer's name	1 mark
	<b>Content:</b> <ul style="list-style-type: none"> <li>- details of the event-who, what, when, where, why</li> <li>- occasion, theme, no. of participants, audience etc.</li> <li>- details of invitees-Chief guest, other eminent personalities, NGOs</li> <li>- impact of rally</li> <li>- how the rally ended</li> <li>- any other relevant point</li> </ul>	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	<b>OR</b>	
	<b>SPEECH WRITING</b>  <b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	<b>10 marks</b>
	<b>Format:</b> Greeting – self introduction and topic & thanking	½ + ½ mark
	<b>Content</b>	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	<b>Suggested Value Points</b>  (ROLE OF YOUTH TO HELP PHYSICALLY CHALLENGED) <ul style="list-style-type: none"> <li>- treatment received by them</li> <li>- problems faced – lack of conducive infrastructure, lack of empathy, limited opportunities, lack of social awareness and acceptance</li> </ul> <b>Role of Youth</b> – mobilise support and organise rallies, stage events with inclusive participation, create awareness, extend hands of support, offer service as scribes, raise funds <ul style="list-style-type: none"> <li>- translate scripts into Braille</li> <li>- involvement in decision making and conducting events</li> <li>- any other relevant point</li> </ul>	

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<b>6</b>	<b>ARTICLE WRITING</b> <b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	<b>10 marks</b>
	<b>Format:</b> (title / heading and name of writer)	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling [2.5] Coherence and relevance of ideas and style [2.5]	5 marks
	(Travelling by Metros)  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- travel in metropolitan cities more comfortable, convenient and economical by metro rails</li> <li>- long distances can be covered quickly</li> <li>- eco friendly</li> <li>- assured frequency</li> <li>- well connected</li> <li>- safety measures (CCTV cameras, paramilitary security)</li> <li>- ground traffic connectivity with metro essential for further success of metro</li> <li>- any other relevant point</li> </ul>	
	<b>OR</b>	
	(DISCIPLINE AND ADVENTURE) <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- adventure trip turns into tragedy</li> <li>- reckless behaviour of the students, did not pay heed to instructions/warnings</li> <li>- indulge in herd mentality</li> <li>- irresponsible mood/behaviour</li> <li>- lacunae in safety awareness, safety measures (any four)</li> </ul> <b>Measures / solutions</b> <ul style="list-style-type: none"> <li>- create awareness</li> <li>- warning signs</li> <li>- follow rules</li> <li>- more awareness and vigilance required</li> <li>- parental guidance and vigilant authorities</li> <li>- responsibility to go hand in hand with freedom</li> <li>- better be safe than sorry</li> <li>- manuals on safety guidelines</li> <li>- better control and monitoring</li> <li>- any other relevant point (any four)</li> </ul>	



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7 (A)	<b>REARRANGING</b> <b>Objective:</b> To read and arrange words and phrases into meaningful sentences	<b>3 marks</b>		
(a)	war destroys both winners and losers war destroys both losers and winners (either of the above)	1 mark		
(b)	it affects everyone and creates trauma it creates trauma and affects everyone (either of the above)	1 mark		
(c)	we should work for a civilized society	1 mark		
7 (B)	<b>DIALOGUE WRITING</b> <b>Objective:</b> To understand the context and construct relevant and meaningful dialogues <b>Marking:</b> ½ mark for every correct dialogue provided it is accurately and appropriately expressed <b>Note:</b> The input need not be Question and Answer but could also be observation and response. Any logical use of input in three exchanges should be awarded marks even if a few points of input are left out. 1(a) What is your opinion about a woman topping the Civil Service Examination? / It is great to hear that a woman has topped the Civil Service Examination. 1(b) It shows that women are coming out and competing with men in all fields. 2(a) How should they be encouraged? / There is a need to encourage them. 2(b) They should be encouraged by both parents and the government. 3(a) What kind of future do you foresee? / I think women today have a bright future. 3(b) I agree that they have a rosy future and they will definitely march ahead of men.	<b>3 marks</b>		
7 (C)	<b>EDITING</b> <b>Objective:</b> To use grammatical items correctly. <b>Marking:</b> 1 mark each <b>Note:</b> <ul style="list-style-type: none"> <li>- If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded.</li> <li>- If only the correct words are given, marks should be awarded.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>ERROR</b>  (a) on  (b) take  (c) come  (d) lurk </td> <td style="width: 50%; vertical-align: top;"> <b>CORRECTION</b>  to  taken  coming  lurking </td> </tr> </table>	<b>ERROR</b> (a) on (b) take (c) come (d) lurk	<b>CORRECTION</b> to taken coming lurking	<b>4 marks</b>
<b>ERROR</b> (a) on (b) take (c) come (d) lurk	<b>CORRECTION</b> to taken coming lurking			

	<b>SECTION C: LITERATURE</b>	<b>40 marks</b>
<b>8</b>	<p><b>Reference to Context</b></p> <p>Under Section C (Q.8), questions have been designed to test a student's understanding of poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.</p> <p><b>Objective:</b> To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.</p> <p><b>Value Points:</b></p>	<b>10 marks</b>
8 (a)(i)	<ul style="list-style-type: none"> <li>- psychological trauma / neurasthenia / reduced them to children learning to walk and talk</li> <li style="text-align: center;">or</li> <li>- returning as children broken and mad</li> </ul>	1 mark
(ii)	<ul style="list-style-type: none"> <li>- and they will be proud of glorious .... that shattered their pride – paradox/irony</li> <li>- grim and glad - alliteration</li> <li>- children- metaphor</li> </ul> <p>either the name or the example should be accepted</p>	½ + ½ mark
(iii)	because of their present state in which they are learning to walk / talk again	1 mark
(iv)	<ul style="list-style-type: none"> <li>- broken in spirit (physically and mentally) ; mad with anger at the non combatants who sent them to war; state of near insanity, trauma caused by war (any two)</li> </ul>	1 mark
(v)	<ul style="list-style-type: none"> <li>- grim and glad – broken and mad</li> <li>- callous attitude of non-combatants and helplessness of the survivors</li> <li>- feeling pride and anger at the war</li> <li>- went as men, returned as children (any one)</li> </ul>	1 mark
8(b) (i)	<ul style="list-style-type: none"> <li>- emotions / love / passion</li> </ul>	1 mark
(ii)	<ul style="list-style-type: none"> <li>- good-bye</li> </ul>	1 mark
(iii)	<ul style="list-style-type: none"> <li>- refers to the past (credit should also be given to candidates who have used the word changed)</li> </ul>	1 mark
(iv)	<ul style="list-style-type: none"> <li>- Curtain ; Helen Spalding</li> </ul>	½ + ½ mark
(v)	<ul style="list-style-type: none"> <li>- isolation / depression/ numbness/ emotionally dead/ lonely/ unhappy/ anguished/ indecisive (any two)</li> </ul>	1 mark

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<b>9</b>	<b>Objective:</b> To test students' comprehension of drama- local and global	<b>4 marks</b>
	<b>Content Expression</b>	3 marks 1 mark
(a)	<ul style="list-style-type: none"> <li>- Whites attracted by the wish granting power of the paw</li> <li>- despite Sgt. Morris' warnings and his throwing away the paw into the fire, Mr. White took it out and his subsequent action determined his fate.</li> <li>- paw is a symbol of greed</li> <li>- curiosity / hope/ anxiety to see how the first wish was to be granted</li> <li>- Whites had to pay a heavy price ; lost their only son, dreams and hopes shattered</li> <li>- first wish for 200 pounds granted</li> <li>- Whites could not discard the paw ; having made the first wish they had to make the second and third wish</li> </ul>	
	<b>OR</b>	
(b)	<ul style="list-style-type: none"> <li>- Lord Weston preaches importance of paying attention to details</li> <li>- ironically does not recognise his own handwriting or remember the meeting with Mr. Caesar, the gardener</li> <li>- his pompous nature connects him to Julius Caesar and Ides of March</li> <li>- Lady Weston has a flippant, dismissive attitude to Weston's predicament., laughs at him, makes light of it, does not give any importance-deflates ego.</li> <li>- Yes, there is humour when Lord Weston's pomposity contrasts with Lady Weston's flippancy and down to earth approach.</li> </ul>	
<b>10</b>	<b>Objective:</b> To test students' comprehension of prose-local and global	<b>16 marks</b>
<b>10 (a)</b>	<b>Content Expression</b> Answer any two: (80-100 words)	<b>10 marks</b> 3marks 2 marks
(i)	<ul style="list-style-type: none"> <li>- hard work, perseverance, work consistently to make it a reality, not merely dreaming.</li> <li>- identify your dream</li> <li>- stay focussed, stay patient (not to expect too much too soon)</li> <li>- do not be greedy, not to be careless or take success for granted</li> </ul>	

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(ii)	<ul style="list-style-type: none"> <li>- noise of insects brings in reminiscence of one's childhood / past springs</li> <li>- fond associations with grandparents, aunt etc.</li> <li>- world where people smile only because they were happy and kind</li> <li>- the world itself was a happy place</li> <li>- no difference between men and animals.</li> </ul>	
(iii)	<p>Justify your answer with suitable examples</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>- Suzanne's judgement was Paris's judgement.</li> <li>- since that was her condition stipulated to her two suitors, she abides by it.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>- Suzanne favoured Robichon.</li> <li>- her condition that Paris must judge was satisfied by Robichon in his performance.</li> <li>- she even favoured Quinquant out of sympathy for she, too, expected Robichon would win her hand.</li> </ul> <p><b>Neutral</b></p> <ul style="list-style-type: none"> <li>- we can't categorically pronounce if Suzanne felt the same as judgement of Paris.</li> <li>- right from the beginning, she could not make up her mind (flirted equally with both of them).</li> <li>- so she had left the decision making to Paris.</li> </ul>	
<b>10 (b)</b>	<p><b>Content Expression</b></p> <p>Answer any one: (120-150 words)</p>	<p><b>6 marks</b> 4 marks 2 marks</p>
	<p>Robichon – to be written in 1<sup>st</sup> person (diary entry)</p> <ul style="list-style-type: none"> <li>- I was perhaps over-confident</li> <li>- very upset &amp; sad</li> <li>- underestimated Quinquant's talent</li> <li>- felt foolish at being outwitted by Quinquant, dejected</li> <li>- accepted defeat gracefully and revealed to the public Quinquant's brilliance.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- the old days were days of faith, blind unquestioning faith.</li> <li>- the wonderful temples and mosques and cathedrals of past centuries were the result of overpowering faith of the architects and builders and people generally.</li> <li>- the very stones that they reverently put one on top of the other, or carved into beautiful designs, tell us of this faith.</li> <li>- present age - a different one; an age of disillusion, doubt, uncertainty and questioning</li> <li>- no longer accepts many ancient beliefs and customs as we have no more faith in them</li> <li>- we question each other, debate, quarrel and evolve a number of “isms” and philosophies.</li> </ul>	
<b>11</b>	<p><b>Extended Reading: Novel</b>  <b>Objective :</b> To test student’s comprehension of the novel  <b>Distribution of Marks:</b>  <b>Content</b>  <b>Expression</b></p>	<p><b>10 marks</b></p> <p>6 marks 4 marks</p>
	<b>Value Points:</b>	
	<ul style="list-style-type: none"> <li>- Silas rarely mingles with others</li> <li>- lives as a recluse, neighbours regard him with suspicion and curiosity</li> <li>- physical appearance odd – strange, protruding, frightening eyes, looks older than his years, bent because of his work at the loom</li> <li>- has knowledge of medicinal herbs occasional cataleptic fits – hence neighbours speculate that he has other worldly powers. His soul roams outside the body, they think when they see him in a trance</li> <li>- Wonders at his weaving powers, as loom is unknown to them – reason why they do not chase him away</li> <li>- An outcast initially – but becomes Raveloe’s exemplary citizen after Eppie’s arrival</li> </ul>	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- Cass is Squire Cass’s younger son and Godfrey’s younger brother</li> <li>- called ‘Dunsey’ – cruel, lazy, unscrupulous, loves gambling and drinking</li> <li>- comes to know of Godfrey’s liaison with Molly Farren (Eppie’s mother) and blackmails Godfrey for money &amp; favours</li> <li>- tricks his brother into a disgraceful marriage (Molly)</li> <li>- steals the rent, blackmails his brother into selling his horse, kills it</li> <li>- steals Silas’ money – falls into a pit in the quarry – rainy day – season – none comes to know about his absence / death</li> </ul>	

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	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- Griffin and Kemp – from the same college</li> <li>- science background – both involved in research work</li> <li>- Griffin uses science to realise his personal ambition and Kemp uses research work for benefit of mankind</li> <li>- Kemp continued medicine – Griffin shifted to Physics</li> <li>- Griffin did individual research – discovered potion for invisibility</li> <li>- faced many problems in Iping</li> <li>- met Kemp when on the run – sought asylum</li> <li>- Griffin – more ambitious but Kemp more law-abiding</li> <li>- Griffin bad judge of character – trusted Kemp – asked him to join him in the reign of terror</li> <li>- Kemp – sharp / shrewd judge of character – decided to trap him</li> <li>- Griffin – helpless ; Kemp pretended to join him but planed to have him arrested</li> </ul>	
	<b>OR</b>	
	<ul style="list-style-type: none"> <li>- Griffin expected great benefits from invisibility – money, power etc.</li> <li>- but drawbacks dawned on him only after becoming invisible</li> <li>- did not have the antidote to invisibility</li> <li>- dogs could sense him ; difficult to withstand ravages of weather (winter in London)</li> <li>- normal activities were difficult to perform. eg. eating food</li> <li>- keeping the secret of his invisibility</li> <li>- had to steal money</li> <li>- lived in isolation; so people became suspicious and therefore more hated</li> <li>- could not get help from worthy people; had to rely on a tramp like Marvel</li> <li>- a brilliant academician turned into a monster</li> </ul>	