

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) |
| (b) | (b) | (b) | (i) |
| (c) | (c) | (c) | (ii) |
| (d) | (d) | (d) | any one of the four options |
| (e) | (e) | (e) | that this is the place where Christ was removed from the cross |
| (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 (any one) |
| (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 (any one) |
| (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 |
| (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 (any one) |
| (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. (any one) |
| (k) | (k) | (k) | i) tomb ii) non-descript |
| 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 <p style="text-align: center;">(any one)</p> | 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 <p style="text-align: center;">(any one)</p> | 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 <p style="text-align: center;">(any one)</p> | 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 <p style="text-align: center;">(any one)</p> | 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 <p style="text-align: center;">(any one)</p> | 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> 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. 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 | |

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| | | | <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 & 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>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 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 | ADVERTISEMENT | |
| | | | Content | 3 marks |
| | | | Expression | 2 marks |
| | | | <p>Suggested value points [SITUATION VACANT / CANTEEN MANAGER]</p> <ul style="list-style-type: none"> – post advertised – canteen manager – educational qualification – professional qualification – age, experience – other qualities required – salary / perks offered – who to apply – Principal, Akash Public School – how to apply – last date for applying – any other relevant details <p align="right">(min 4 points)</p> <p align="center">(due credit should be given for economy of words used)</p> | |
| | | | OR | |
| 4 | 4 | 4 | NOTICE | |
| | | | <p>Format The format should include: NAME OF THE INSTITUTION (ISSUING AUTHORITY) / NOTICE / TITLE, DATE, and</p> | 1 mark |

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

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| | | | OR | |
| | | | (LETTER TO THE EDITOR–EXPLOITATION OF TEACHERS) Suggested Value Points <ul style="list-style-type: none"> – private schools becoming business minded – not enough appreciation for teacher’s contribution – pay fraction of their authorised salaries – no perks and allowances – leads to demotivation and loss of interest in work – affects performance in classroom – difficult to get and retain quality teachers suggestions: <ul style="list-style-type: none"> – government to ensure that such schools pay salaries as per govt. fixed pay scales – school authorities to be more humane – good salary will draw good and competent teachers – payment through banks – government agency to monitor salary and perks (any other relevant points) | |
| 6 | 6 | – | DEBATE | |
| | | | 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 FOR <ul style="list-style-type: none"> – dissection cruel and unpleasant – teaches children to abuse animals – unethical – drugs that pass animal tests are not necessarily safe – animals stock piled on top of one another, shipped in crowded containers with no temperature regulation, food or water – negative impact on bio-diversity – ecological imbalance – animal dissection can be replaced using virtual labs and models AGAINST <ul style="list-style-type: none"> – will hamper anatomy lessons – will produce generations of researchers without appropriate lab skills – will not give students hands on experience – necessary prelude to further research – has scientific and educational purpose – organs and other matter can be fully examined and described (any other relevant details) | |
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| | | | <p>Suggested Value Points</p> <p>FOR</p> <ul style="list-style-type: none"> – media plays major role in our lives – advent of electronic media facilitates easy understanding – use of visuals more attractive – easier to grab people’s attention – helpful for illiterate people – reaches out to thousands and lakhs of people at the same time – e-media is faster – environment friendly <p>AGAINST</p> <ul style="list-style-type: none"> – newspaper is dependable – authentic and genuine – editorial comments helpful – electronic media is not viable in places with frequent power cuts – newspaper cheaper <p>(any other relevant details)</p> | |
| – | – | 6 | <p>Suggested Value Points</p> <p>FOR</p> <ul style="list-style-type: none"> – consumerism becomes excessive when it extends beyond what is needed – personal credit allows to make purchases beyond income level – advertisements reshape our desires around material possessions – crime rate increases – personal relationship gets affected – rat-race to earn more – forced to cope up with stress, other work related tensions – results in a desire for more – psychological health affected <p>AGAINST</p> <ul style="list-style-type: none"> – consumerism becoming hallmark of most world economies – person’s standard of living is valued by his or her material possessions – more industrial production – higher growth rate economy – more goods and services available – comforts for a better living style – advantageous since goods manufactured have to be sold <p>(any other relevant details)</p> | |
| | | | OR | |
| – | – | 6 | <p>Suggested Value Points</p> <p>FOR</p> <ul style="list-style-type: none"> – cannot afford high cost of living – development of infrastructure in villages – help to start cottage industries – ensure better health for villagers <p>AGAINST</p> | |

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

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| | | | <ul style="list-style-type: none"> – attraction towards attendance at school – kept from going astray – develop into good citizens <p>Drawbacks</p> <ul style="list-style-type: none"> – contaminated food – lack of monitoring and hygiene – corruption at all levels – manner of distributing not dignified – in most places teachers manage kitchens – no infrastructure in schools – payment low / delayed – children treated as burden – can improve if parents are involved – any other relevant point | |
| | | | OR | |
| | | | <p>Suggested value points: (IMPORTANCE OF MORNING ASSEMBLY / any other suitable heading)</p> <ul style="list-style-type: none"> – strengthens work of school – develops feeling of affiliation and unity among students – inculcates discipline – develops a sense of identity with the culture of the school – enables students to share experiences, stories, anecdotes etc. – providing training in good social behaviour desired in public life – motivates by positive reinforcement – celebrates national festivals – moral development, national integration, secularism – prize winners appreciated – any other relevant points | |
| | | | <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) | – 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 |
| (c) | (c) | (c) | – observed her pale unhealthy appearance / resembling the late winter moon | 1 mark |

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| (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: Content: | 2 marks |
| | | | Expression (deduct ½ a mark for two or more grammatical/spelling mistakes) | 1 mark |
| | | | Value points: | |
| (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 talk / no activity | 3 marks |

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| – | – | (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.] | |
| 10 | 10 | 10 | Distribution of marks: Content | 3 marks |

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

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

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| 12 | 12 | 12 | 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 |
| | | | <ul style="list-style-type: none"> – William Dane is a scheming person – became friends with Silas Marner because they shared the same religious sect in Lantern Yard – framed Silas – 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 – William wanted to get rich quickly stole Silas' fiancée – 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 | |
| | | | OR | |
| | | | <ul style="list-style-type: none"> – four – early morning – vicar and wife hears noises and a violent sneeze – something snapped – drawer opened – rustle of papers – match struck – study room flooded with yellow light – sound of money gone from drawer – kitchen door slammed – get to know about it through the narrator of the vicar and his wife | |
| 13 | 13 | 13 | Distribution of marks: Content: | 3 marks |
| | | | Expression 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 |
| | | | Value points: | |
| | | | Dustan Cass <ul style="list-style-type: none"> – squire's youngest son – cruel / lazy / manipulative / greedy – ready to say anything to get what he wants – blackmails his brother Godfrey (threatens to reveal the latter's secret marriage) – forces his brother to sell off his favourite horse, 'Wildfire' and strikes a good bargain with Bryce – his greed gets the animal killed – sees Silas' cottage – wants to borrow but steals Silas' money – vanishes – his corpse is found later when stone-pits drained – he had fallen into a quarry full of water and drowned | |

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| OR | | | |
|----|--|--|--|
| | | | <p>Character sketch of Mrs Hall</p> <p>Business woman</p> <ul style="list-style-type: none"> - wife of Mr Hall - owner of the Coach and Horses Inn - down to earth <p>Greedy</p> <ul style="list-style-type: none"> - since the stranger had compensated for his mess so she defends him by calling him an experimental investigator - 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) - practical – disciplined by years of experience, remained in the bar next to the till and suppressed her curiosity - used to making her decisions – expected nothing from her husband |



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*These answers are meant to be used by evaluators



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