

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.
1.1	1.1	1.1	(a) (ii) She did not do as expected. (b) (iii) He consoled her. (c) (i) She had done better than her father. (d) (iv) Baba had got a third division in high school.
1.2(a)	1.2(a)	1.2(a)	– so that he could explain details of mother’s pension / he had cancer with 2 months to live
(b)	(b)	(b)	– so that he was not late for work
(c)	(c)	(c)	– father had lent him money to start his catering business / felt grateful to the narrator for what Baba had done for him
(d)	(d)	(d)	– he started crying on learning of the father’s death / came to know that father had been helping his daughter by paying for her school fee and books
(e)	(e)	(e)	– he had been a sympathetic man / had been able to touch people’s lives in a special way
(f)	(f)	(f)	– that he had got a third division in high school
1.3	1.3	1.3	(i) suspense / upset (ii) retainer
2	2	2	<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.
2.1	2.1	2.1	(a) (ii) becomes a subject for photographers. (b) (iii) Many renowned actors are rickshaw pullers.
2.2(a)	2.2(a)	2.2(a)	– he is feeling sad / has no choice / is in pain / back hurts / rickshaw pulling only source of livelihood / feeling tired / future bleak / steeped in poverty
(b)	(b)	(b)	– their poverty represents the poor of Calcutta / he makes a great subject for photographers, writers and film-makers
(c)	(c)	(c)	– visited home once a year / sends Rs 300/- per month
(d)	(d)	(d)	– in a room / in a nearby lane / Calcutta

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(e)	(e)	(e)	– rickshaw puller compared to horse with the rickshaw compared to a carriage/ the make quite a pair / both are old and withered	1 mark
(f)	(f)	(f)	– all hail from the countryside / all wear lungi / almost all are elderly / often barefoot / poor	1 mark
2.3	2.3	2.3	(a) famous / most noticed (b) livelihood / earning	1 mark 1 mark
3	3	3	<b>Note</b> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given.</li> <li>• 1 mark allotted for the title be given, even if a student has written the title either in Q3(A) or Q3(B).</li> <li>• Content must be divided into headings and sub-headings.</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)	<b>NOTE MAKING</b> Distribution of Marks <b>Abbreviations / Symbols</b> (with /without key) – any four <b>Title</b> <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)	1 mark 1 mark 3 marks
			<b>Suggested Notes</b> <b>NOTE:</b> 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.	
			<b>Title:</b> Facts about Stupid Behaviour / Stupidity / any other relevant title	
			1 Definition 1.1 common def. 1.1.1 lack of normal int. 1.1.2 behaviour without good judgement / sense 1.2 author's def. 1.2.1 behaviour of normal int. not acting brightly 1.2.2 has 3 levels 2 Levels of Stupidity 2.1 1 <sup>st</sup> level 2.1.1 simple 2.1.2 harmless 2.1.3 often amusing 2.1.4 absentmindedness	

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			2.1.5 no one injured 2.2 2 <sup>nd</sup> level 2.2.1 more dangerous 2.2.2 intention humorous but chance of harm 2.3 3 <sup>rd</sup> level 2.3.1 worst 2.3.2 moral stupidity 2.3.3 unwilling to take responsibility	
(b)	(b)	(b)	<b>Summary</b> The summary should include all the important points given in the notes. <b>Content</b> <b>Expression</b>	2 marks 1 mark
			<b>SECTION B: ADVANCED WRITING SKILLS</b> <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.	
4	4	4	<b>ADVERTISEMENT</b>	
			<b>Content</b>	2 marks
			<b>Expression</b>	2 marks
4	4	–	<b>Suggested value points</b> [TEACHER TO TEACH SCIENCE AND MATHS / any other] – details of requirement – home tuition – competence in subject – experience – remuneration offered – how many days in a week – contact details – any other relevant details (due credit should be given for economy of words used)	
–	–	4	<b>Suggested value points</b> [SITUATION WANTED / any other] – details of requirement – kind of job expected – qualification and experience – remuneration expected – contact details – any other relevant details (due credit should be given for economy of words used)	
			OR	
4	4	4	<b>POSTER</b>	
			<b>Content</b>	2 marks
			<b>Expression</b>	2 marks

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4	4	–	<b>Suggested value points</b> [POLLUTION DURING FESTIVALS] – ill effects of fireworks and crackers – pollution and health hazards caused – creating awareness; relevant slogan, mention of issuing authority – any other relevant details	
–	–	4	<b>Suggested value points</b> [IMPORTANCE OF FOLLOWING TRAFFIC RULES] – highlighting main topic - following traffic rules; relevant slogan, mention of issuing authority – any other relevant details	
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
5	–	5	(DAMAGED BOOKS) <b>Suggested value points</b> – details of books ordered – books arrived – but damaged – not properly packed – meant as a gift to friend – request for immediate replacement – any other relevant details	
–	5	–	(DRINKING WATER SUPPLIED) <b>Suggested value points</b> – water unfit for drinking – dirty colour and foul smell – people falling sick – immediate action to be taken – any other relevant details	
			OR	
5	–	5	(COURSE IN FASHION DESIGN) <b>Suggested Value Points</b> – duration of the course – fee structure – facilities available – faculty – their qualification and experience – university recognition for course	

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			<ul style="list-style-type: none"> <li>- placement opportunities</li> <li>- hostel facility</li> <li>- scholarship (if any)</li> <li>- any other relevant points</li> </ul>	
-	5	-	<p>(NDA COACHING)</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- duration of classes – day, time</li> <li>- fee structure</li> <li>- hostel facility</li> <li>- faculty qualification and experience</li> <li>- any other relevant points</li> </ul>	
6	6	6	<b>ARTICLE</b>	
			<b>Format</b> (title and writers' name)	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
6	6	-	<p><b>Suggested Value Points</b></p> <p>(IMPORTANCE OF EDUCATING WOMEN / any other suitable heading)</p> <ul style="list-style-type: none"> <li>- girls generally neglected</li> <li>- education denied to them</li> <li>- share household work</li> <li>- need to educate them – education makes them smart and independent</li> <li>- women should be aware of their rights and privileges</li> <li>- educated mothers – educate their families</li> </ul> <p>(any other relevant details)</p>	
-	-	6	<p><b>Suggested Value Points</b></p> <p>(STRESS THE TEENAGERS FACE/ any other suitable heading)</p> <ul style="list-style-type: none"> <li>- youth always under pressure</li> <li>- strive to keep up to others expectations</li> <li>- peer pressure in a competitive world; studies, career, family, values etc.</li> </ul> <p>suggestions</p> <ul style="list-style-type: none"> <li>- parental support</li> <li>- counselling</li> </ul> <p>(any other relevant details)</p>	
			OR	
6	6	-	<p><b>Suggested Value Points</b></p> <p>(COACHING CLASSES / any other suitable heading)</p> <ul style="list-style-type: none"> <li>- tuitions add to the stress of children</li> <li>- children neglect food</li> </ul>	

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			<ul style="list-style-type: none"> <li>– often makes them sleepy, distracted in school</li> <li>– coaching classes a waste of time and money</li> </ul> <p>suggestions</p> <ul style="list-style-type: none"> <li>– teach students to be accountable</li> <li>– quality time to be spent at home</li> <li>– better attention in class helps in achieving better grades</li> </ul> <p>(any other relevant details)</p>	
–	–	6	<p>(LACK OF INTEREST IN READING / any other suitable heading)</p> <ul style="list-style-type: none"> <li>– too many distractions</li> <li>– influenced by TV and internet</li> <li>– lack of encouragement / parental guidance</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>– compulsory library classes in schools</li> <li>– reading to children from childhood would create interest</li> <li>– make them aware of the benefits of reading</li> <li>– participate in events and competitions based on reading books</li> </ul> <p>(any other relevant details)</p>	
7	7	7	<b>SPEECH</b>	
			<b>Format</b> (opening address and conclusion)	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
			<p><b>Suggested Value Points</b> (THE VALUE OF CLEANLINESS)</p> <ul style="list-style-type: none"> <li>– cleanliness enhances personality</li> <li>– makes one dignified and attractive</li> <li>– clean surroundings keeps disease away</li> <li>– cleanliness assures mental and physical health</li> <li>– every citizen has a responsibility to keep his surroundings clean</li> </ul> <p>(any other relevant details)</p>	
			OR	
			<p><b>Suggested value points:</b> (DIFFICULTIES FACED BY SENIOR CITIZENS)</p> <ul style="list-style-type: none"> <li>– old age – loneliness</li> <li>– often neglected at home</li> <li>– physically and mentally weak</li> <li>– need love and care of near and dear ones</li> <li>– old age homes – a western concept</li> <li>– younger generation should be taught to respect elders</li> <li>– home – best place for elderly people</li> </ul> <p>(any other relevant details)</p>	

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<b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b>				
			<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.	
8	8	8	[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.] <b>Value points:</b>	
(a)	(a)	–	A Thing of Beauty	1 mark
–	–	(a)	My Mother at Sixty Six	1 mark
(b)	(b)	–	– despondence / lack of noble nature / unhealthy life / over darkened ways	1 mark
–	–	(b)	– to the airport	1 mark
(c)	(c)	–	– some shape of beauty / any beautiful thing	1 mark
–	–	(c)	– the thought that her mother looking very old / the thought of the mother close to death	1 mark
(d)	(d)	–	– dark / depressing / sad	1 mark
–	–	(d)	– mother looks pale and weak like a corpse	1 mark
			OR	
(a)	(a)	–	My Mother at Sixty Six	1 mark
–	–	(a)	An Elementary School Classroom in a Slum	1 mark
(b)	(b)	–	– losing mother / separation from mother	1 mark
–	–	(b)	– portrait of Shakespeare / picture of a cloudless dawn / a flowery Tyrolese valley / a cathedral dome (any two)	½+½=1 mark
(c)	(c)	–	– her attempts to hide her true feelings	1 mark
–	–	(c)	– it awards the world its world	1 mark
(d)	(d)	–	– pain	1 mark
–	–	(d)	– it because it is a beautiful picture of Tyrol an Austrian Alpine province	1 mark
9	9	9	<b>Short answer type questions</b> Distribution of marks: <b>Content:</b>	2 marks
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark

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			<b>Value points:</b>	
(a)	–	(a)	<ul style="list-style-type: none"> <li>– made him introverted</li> <li>– developed poor self image</li> <li>– became conscious of people's stare</li> <li>– people's comments hurt him</li> <li>– made him avoid people</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks
–	(a)	–	<ul style="list-style-type: none"> <li>– was welcomed in</li> <li>– was fed warm porridge</li> <li>– was given a pipe to smoke</li> <li>– played cards till bedtime</li> <li>– was shown where the crofter kept his money</li> <li>– was given a comfortable bed to sleep in</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks
(b)	–	(b)	<ul style="list-style-type: none"> <li>– sent fifty expensive diamond rings to officer's wife to appease the officer</li> <li>– expected her to keep one or two</li> <li>– lady kept all fifty; situation defused</li> </ul>	3 marks
–	(b)	–	<ul style="list-style-type: none"> <li>– Derry's face disfigured/ burnt by acid</li> <li>– heard hurtful comments about his face</li> <li>– some sympathised</li> <li>– others looked horrified</li> <li>– even mother kissed the other cheek</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks
(c)	–	(c)	<ul style="list-style-type: none"> <li>– teaches us</li> <li>– value of keeping quiet</li> <li>– importance of keeping still</li> <li>– inter connectedness of human beings</li> <li>– about quietness leading to stillness, leading to peace and calmness in the world</li> <li>– how to bring about cessation of wars</li> <li>– importance of introspection</li> </ul> <p style="text-align: right;">(any two)</p>	3 marks
–	(c)	–	<p>tigers – strong / courageous / brave / dignified / chivalric / confident / immortal (any two)</p> <p>Aunt – meek / timid / weak / frightened / lacking courage and confidence / mortal (any two)</p>	3 marks
(d)	–	(d)	<ul style="list-style-type: none"> <li>– kindness of Edla</li> <li>– her acceptance of him without judgement</li> <li>– her desire to give him a good time on Christmas</li> <li>– her offer / invitation to join them next year also</li> <li>– her treating him as a man of some worth unlike others (the blacksmith and helper who treated him as if he was of no consequence)</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks

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–	(d)	–	one of the hunters killed 100 <sup>th</sup> tiger because Tiger King missed mark and tiger fainted – if the King found out they would have lost their job	3 marks
(e)	–	(e)	– news of replacement of French with German in schools of Lorraine and Alsace from next day onwards – the going away of French teacher M Hamel	3 marks
–	(e)	–	– Bama spent time watching games and other entertaining sights in the street – stared at shops and bazaar – at the novelties and oddities	3 marks
(f)	–	–	– instructor put belt around Douglas – attached rope to belt and put it through a pulley – pulley ran on overhead cable and instructor held end of rope – Douglas made to go back and forth across pool – taught to exhale under water, inhale above water – also practiced kicking legs holding on to the bank	3 marks
–	(f)	–	– to end the deadlock – first time landlords forced to surrender money and prestige – planters usually behaved as being above law, now peasants learnt about their rights and about courage	3 marks
–	–	(f)	– YMCA pool only 2 or 3 feet deep at shallow end – though 9 feet deep at other end – drop gradual	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: <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
10	10	10	– Gandhiji arrived at Champaran due to insistence of Raj Kumar Shukla – Gandhiji's winning 25% compensation for farmers turning point – first time in India natives won against the British – people realised power of civil disobedience – gained courage to stand up against injustice (any 2)  Acts of love – Gandhiji not a local yet he fought for the peasants of Champaran – later had wife and son work for welfare of peasants	

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			<ul style="list-style-type: none"> <li>– had gone to Champaran not to defy the rulers but to alleviate distress of poor peasants</li> <li>– got doctors to volunteer and improve health services</li> </ul> <p style="text-align: center;">(any 2) (any other relevant details)</p>	
			OR	
10	10	10	<p>Sophie</p> <ul style="list-style-type: none"> <li>– belonged to poorer section of society</li> <li>– future career – work in biscuit factory but dreamt of owning a boutique or becoming a film star</li> </ul> <p>Real world</p> <ul style="list-style-type: none"> <li>– small room, stinking with stove smell, littered with dirty linen, dreams her escape from reality</li> </ul> <p>Loves brother</p> <ul style="list-style-type: none"> <li>– symbol of freedom, cooks up story about meeting with Danny Casey, waits for Casey</li> <li>– realises dream different from reality</li> </ul>	
11	11	11	<p>Distribution of marks:</p> <p><b>Content:</b></p>	3 marks
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½]</p> <p><b>Value Points:</b></p>	3 marks
11	–	11	<ul style="list-style-type: none"> <li>– Jo wanted wizard to hit mommy on head</li> <li>– story to have happy ending</li> <li>– for Skunk to get back smell of roses</li> <li>– for Skunk to get back his friends</li> </ul> <p>Why</p> <ul style="list-style-type: none"> <li>– child's perspective of world</li> <li>– would make her feel better</li> <li>– wanted a happy ending</li> </ul> <p style="text-align: center;">(any other relevant point)</p>	
–	11	–	<ul style="list-style-type: none"> <li>– exam arranged in prison cell</li> <li>– door to cell locked from outside</li> <li>– cell thoroughly checked the day before exam</li> <li>– sharp objects removed</li> <li>– cell bugged with microphone – all conversations could be heard by Governor</li> <li>– bag of McLeery, the invigilator, thoroughly checked</li> <li>– Stephens posted outside the cell door / checking through keyhole from time to time</li> </ul>	
			OR	
11	–	11	<p>Zitkala-Sa</p> <ul style="list-style-type: none"> <li>– had bitter cold experience</li> <li>– affected by general noise of the place</li> </ul>	

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			<ul style="list-style-type: none"> <li>- missed her freedom</li> <li>- felt like sinking to the floor without blanket around her shoulders</li> <li>- felt out of place at dining table</li> <li>- heard about her hair going to be cut</li> <li>- tried hiding under bed</li> <li>- pulled out and hair cut</li> <li>- overwhelmed with humiliation</li> <li>- suffered loneliness and missed mother</li> </ul>	
-	11	-	<ul style="list-style-type: none"> <li>- Jo wanted wizard to hit mommy on head</li> <li>- story to have happy ending</li> <li>- for Skunk to get back smell of roses</li> <li>- for Skunk to get back his friends</li> </ul> <p>Why</p> <ul style="list-style-type: none"> <li>- child's perspective of world</li> <li>- would make her feel better</li> <li>- wanted a happy ending</li> </ul> <p style="text-align: center;">(any other relevant point)</p>	
			<p><b>Q12 &amp; Q 13 – Long Reading Text – Silas Marner / The Invisible Man</b></p> <p><b>[NOTE: Accept any answer that correlates with the novel and seems relevant]</b></p>	
12	12	12	<p>Distribution of marks:</p> <p><b>Content:</b></p>	3 marks
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [1½]</p> <p>coherence and relevance of ideas and style [1½]</p> <p><b>Value Points:</b></p>	3 marks
12	12	-	<ul style="list-style-type: none"> <li>- Griffin realises invisibility more a bane than boon</li> <li>- denied basic necessities of life (food / clothing / shelter)</li> <li>- eating food made him visible</li> <li>- footsteps visible</li> <li>- walking without clothes exposed him to sun, rain and cold weather</li> <li>- could be sensed by dogs and chased</li> <li>- in a crowd could be felt</li> <li>- exposed to elements made him sick</li> <li>- sneezing could be heard</li> </ul> <p style="text-align: center;">(any 4)</p>	
-	-	12	<ul style="list-style-type: none"> <li>- Griffin needed an accomplice to help him rectify defects in his experiment on invisibility</li> <li>- felt Kemp the apt person because fellow scientist – known from college days</li> <li>- wanted Kemp to help him establish reign of terror in the world</li> <li>- Kemp sympathetic but not willing to become accomplice</li> <li>- realised Griffin insane / dangerous</li> <li>- alerts police</li> <li>- wants Griffin arrested to save society</li> </ul>	

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			OR	
12	12	–	<ul style="list-style-type: none"> <li>– Silas faithful member of congregation</li> <li>– when senior Deacon fell sick took turns to look after him</li> <li>– Deacon dies during Silas' turn</li> <li>– bag of money from Deacon's bureau goes missing</li> <li>– Silas's knife found there</li> <li>– Silas framed by William Dane who steals the money and marries girl Silas was engaged to</li> <li>– Silas declared guilty</li> <li>– leaves city disillusioned and disheartened at loss of name, friend and fiancé</li> </ul>	
–	–	12	<ul style="list-style-type: none"> <li>– Eppie daughter of Godfrey Cass and Molly</li> <li>– Godfrey refuses to acknowledge Molly as his wife in public</li> <li>– Molly decides to take revenge</li> <li>– sets out to Squire Cass's house with daughter</li> <li>– falls to the ground due to sheer exhaustion and cold and dies</li> <li>– daughter Eppie crawls out of mother's arms</li> <li>– moves towards the bright warmth of Silas's house</li> <li>– toddles in through open door into Silas's heart who later adopts her</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>	
13	–	–	<p>Marvel</p> <ul style="list-style-type: none"> <li>– a tramp / loner</li> <li>– dressed in shabby clothes</li> <li>– trapped by Invisible Man into becoming an accomplice</li> <li>– carried the Invisible Man's books and money</li> <li>– desperately wanted freedom from Invisible Man</li> <li>– escapes at Port Burdock</li> <li>– illiterate man; left with Griffin's books which he can't read</li> <li>– in the end benefits the most from Griffin's death</li> <li>– buys an inn with the stolen money belonging to the now dead Griffin</li> </ul> <p style="text-align: center;">(any 4)</p>	
–	13	13	<p>Mrs Hall</p> <ul style="list-style-type: none"> <li>– owner of Coach and Horses</li> <li>– practical down to earth, efficient, shrewd, strong</li> <li>– good hostess – provides all comforts</li> <li>– curious about stranger's appearance but stops when he shows resentment</li> <li>– later on acts tough with Invisible Man when he does not pay bills</li> </ul>	

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			<ul style="list-style-type: none"> <li>– dominates husband</li> <li>– does not get much help from him</li> <li>– doctors the beer with sarsaparilla in secret</li> </ul> <p style="text-align: center;">(any 4)</p>	
			OR	
13	–	–	<p>Godfrey Cass</p> <ul style="list-style-type: none"> <li>– elder son of Squire Cass</li> <li>– physically fine looking, open faced, good natured</li> <li>– internally / morally weak</li> <li>– secretly marries Molly</li> <li>– blackmailed by brother</li> <li>– behaves in a cowardly manner</li> <li>– often feels ashamed of his weaknesses</li> <li>– not willing to take responsibility of Eppie</li> <li>– hurt by Eppie's refusal to go with him</li> <li>– selfish and self centred</li> <li>– helps Silas indirectly</li> </ul> <p style="text-align: center;">(any 4)</p>	
–	13	–	<p>William Dane</p> <ul style="list-style-type: none"> <li>– close friend of Silas Marner in the town of Lantern Yard</li> <li>– crooked fellow</li> <li>– had a crush on Silas Marner's fiancé Sarah</li> <li>– Dane spreads rumour that Silas Marner's epileptic fit was due to invocation of the devil rather than God</li> <li>– Dane manipulated matters in such a way that Silas was accused of stealing money from the senior Deacon's house</li> <li>– Dane planted Silas' knife in the house of Deacon where the money had been kept, and the empty money bag found in Silas's house</li> <li>– this disgrace ruined Marner's reputation</li> <li>– his fiancé Sarah began to avoid him</li> <li>– Sarah called off their engagement</li> <li>– William Dane married her after a month</li> <li>– disgraced Silas Marner left town disillusioned and disappointed</li> </ul>	
–	–	13	<p>Dunstan Cass</p> <ul style="list-style-type: none"> <li>– selfish, greedy, unpleasant</li> <li>– manipulative</li> <li>– contrast to his brother</li> <li>– blackmails him</li> <li>– steals money from Silas' cottage</li> <li>– gets killed</li> <li>– kills his brother's prized horse</li> <li>– always out to harm others</li> <li>– evil minded</li> <li>– a criminal to the core and a thief</li> </ul>	

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