

SERIES : GBM

1/1, 1/2, 1/3

(OUTSIDE DELHI-2017)

1/1	1/2	1/3	SUGGESTED VALUE POINTS	(OUTSIDE DELHI-2017)
<b>SECTION A: READING</b>				
<b>COMPREHENSION PASSAGE</b>				
1	1	1	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) what we can learn from the routines of geniuses	<b>1 mark</b>
(b)	(b)	(b)	(i) followed a perfect daily routine	<b>1 mark</b>
(c)	(c)	(c)	(i) they had unique life styles	<b>1 mark</b>
(d)	(d)	(d)	(ii) a creative inspiration	<b>1 mark</b>
(e)	(e)	(e)	a squeaky hinge	<b>1 mark</b>
(f)	(f)	(f)	needed a secret place so that nobody disturbed him / could work on his creation uninterruptedly	<b>1 mark</b>
(g)	(g)	(g)	his music declined when street lamps under which he worked were turned off	<b>1 mark</b>
(h)	(h)	(h)	that she could do her work / had time to do her work	<b>1 mark</b>
(i)	(i)	(i)	he could concentrate on writing (as he did not have to starve)	<b>1 mark</b>
(j)	(j)	(j)	follow a routine	<b>1 mark</b>
(k)	(k)	(k)	peep	<b>1 mark</b>
(l)	(l)	(l)	squeaky	<b>1 mark</b>
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.	
(a)	(a)	(a)	(iii) Amomon	<b>1 mark</b>
(b)	(b)	(b)	(iv) the healing power of cinnamon	<b>1 mark</b>
(c)	(c)	(c)	Sri Lanka	<b>1 mark</b>
(d)	(d)	(d)	“traded right up there with silver”	<b>1 mark</b>
(e)	(e)	(e)	inner bark of cinnamon tree / stripped from the bark	<b>1 mark</b>
(f)	(f)	(f)	used in sweetened cereals / in baked goods and sprinkled on various foods/ sprinkled on yoghurt.	<b>1 mark</b>
(g)	(g)	(g)	reduces serum glucose / reduces triglycerides / reduces LDL cholesterol / reduces total cholesterol in people	<b>1 mark</b>
(h)	(h)	(h)	slows down glucose absorption within intestines / stimulates insulin production/ normalizes blood glucose levels (indirectly decreases weight gain)	<b>1 mark</b>
(i)	(i)	(i)	fragrant	<b>1 mark</b>
(j)	(j)	(j)	harvested	<b>1 mark</b>



3	3	3	<p><b>NOTE MAKING</b></p> <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 to 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></p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	<b>Distribution of Marks</b>	
			<b>Title</b>	<b>1 mark</b>
			<b>Content (minimum 3 headings and sub-headings, with proper indentation and notes)</b>	<b>3 mark</b>
			<b>Abbreviations / Symbols (with /without key) – any four</b>	<b>1 mark</b>
			<p><b>NOTE:</b>  <b>Accept the notes and summary in the third person.</b>  <b>Suggested Notes:</b>  <b>Title:</b> The Great Protective Wall / The Great Wall of China or any other suitable title</p> <p>A. Introduction</p> <ol style="list-style-type: none"> <li>largest man made monument</li> <li>only one visible from space</li> <li>many gave lives for the construction</li> </ol> <p>B. Physical Description</p> <ol style="list-style-type: none"> <li>series of towers</li> <li>made of                             <ol style="list-style-type: none"> <li>stone</li> <li>brick</li> <li>earth</li> <li>wood etc</li> </ol> </li> <li>built along Dandong to Lap Lake</li> <li>several walls built in 7CBC</li> </ol> <p>C. Purpose of The Great Wall</p> <ol style="list-style-type: none"> <li>protected Chinese states and empire against raids</li> <li>border control</li> <li>imposition of duties on goods</li> <li>regulation and encouragement of trade</li> <li>controlled                             <ol style="list-style-type: none"> <li>immigration</li> <li>emigration</li> </ol> </li> </ol>	
(b)	(b)	(b)	<b>Summary</b> <b>The summary should include all the important points given in the notes.</b>	
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>



			<b>SECTION B: ADVANCED WRITING SKILLS</b> <b>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.</b>	
4	4	4	<b>NOTICE</b>	<b>4 marks</b>
			<b>Format - should include ISSUING AUTHORITY, the word NOTICE, TITLE, DATE and WRITER'S NAME WITH DESIGNATION</b> <b>The candidate should not be penalized if she/he has used capital letters for writing a notice <u>within or without a box</u></b>	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>Suggested value points</b> - what – health awareness camp (obesity) - when – date / approximate time - where – venue - who – Social Service Club <b>(any other relevant point)</b>	
			<b>OR</b>	
4	4	4	<b>CLASSIFIED ADVERTISEMENT</b>	<b>4 marks</b>
			<b>Format - Heading</b>	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>Heading-PROPERTY / HOUSE / REQUIRED</b> <b>Suggested value points:</b> - what – purchase house - description / location / features / amenities - price (optional) - contact details – Ram / Rajni 45678900 <b>(any other relevant point)</b>	
5	5	5	<b>LETTER</b>	<b>6 marks</b>
			<b>Format</b> 1. sender's address                      2. date 3. receiver's address                    4. subject/ heading 5. opening                                    6. closing	<b>1 mark</b>
			<b>Content</b>	<b>3 marks</b>
			<b>Expression</b>	<b>2 marks</b>
			<b>PLACING AN ORDER FOR BOOKS</b>  <b>Suggested value points</b> - list order (with tables / without tables) - school discount - mode of payment - date of delivery - quality control (good packing) <b>(any other relevant point)</b>	
			<b>OR</b>	

5	5	5	<p><b>JOB APPLICATION</b></p> <p><b>POST OF READER / PROFESSOR IN MATHEMATICS/ ENGLISH/HISTORY/HINDI/POLITICAL SCIENCE)</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>▪ personal details</li> <li>▪ educational qualifications- specify subject</li> <li>▪ excellent command of English</li> <li>▪ experience – five years</li> <li>▪ references (two) with names, designations and contact details</li> </ul> <p><b>NOTE: The resume can be part of the letter or an enclosure</b></p>	<b>6 marks</b>
6	-	6	<b>DEBATE</b>	<b>10 marks</b>
			<b>Format</b> (opening address and conclusion)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2½ marks]</p> <p>coherence and relevance of ideas and style [2½ marks]</p>	<b>5 marks</b>
			<p><b>HARDWORK NOT INTELLIGENCE PAVES THE WAY TO SUCCESS IN LIFE</b></p> <p><b>NOTE: Students' views to be expressed either 'for' or 'against' the topic</b></p> <p><b>Suggested Value Points</b></p> <p><u>In favour</u></p> <ul style="list-style-type: none"> <li>- slow and steady wins the race</li> <li>- advantages of hardwork</li> <li>- improves discipline</li> <li>- teaches time management</li> <li>- examples of successful people</li> </ul> <p><b>(any other relevant point)</b></p> <p><u>Against</u></p> <ul style="list-style-type: none"> <li>- only hardwork will not yield result</li> <li>- intelligence required to grab opportunities</li> <li>- helps to stay ahead of others</li> <li>- examples of people who have succeeded</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(minimum two content points)</b></p>	
			<b>OR</b>	
6	-	6	<b>SPEECH</b>	<b>10 marks</b>
			<b>Format</b> (opening address and conclusion)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2½ marks]</p> <p>coherence and relevance of ideas and style [2½ marks]</p>	<b>5 marks</b>
			<p><b>IMPORTANCE OF MORNING WALK</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- views on morning walk</li> <li>- benefits of morning walk – improves health/ fitness</li> <li>- positive impact on mental and emotional health</li> <li>- inculcates discipline/ healthy routine</li> </ul> <p><b>(any other relevant point)</b></p>	

-	6	-	<b>DEBATE</b>	<b>10 marks</b>
			<b>Format</b> (opening address and conclusion)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>COURSES IN HUMANITIES PROVIDE A BETTER SCOPE IN CAREER THAN SCIENCES</b> <b>NOTE:</b> Students' views to be expressed either ' <u>for</u> ' or ' <u>against</u> ' the topic  <b>Suggested Value Points</b> <u>In favour</u> - choice according to aptitude - wide ranging subjects - wide variety of career options in today's world - examples of successful people <b>(any other relevant point)</b> <u>Against</u> - science goes beyond medicine and engineering - wide variety of career options - develops analytical ability and logical thinking - examples of successful people <b>(any other relevant point)</b> <b>(minimum two content points)</b>	
			<b>OR</b>	
-	6	-	<b>SPEECH</b>	<b>10 marks</b>
			<b>Format</b> (opening address and conclusion)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>LAUGHTER, THE BEST MEDICINE</b> <b>Suggested Value Points</b> - importance of laughing and smiling - need to bring in harmless humour in life - importance in relieving stress (anecdotes) <b>(any other relevant point)</b>	
7	-	-	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format – Title and Writer's name</b>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>ROLE OF COUNSELLING IN CHOICE OF COURSE</b> <b>Suggested value points</b> ▪ helps identify aptitude/ interests/ skills ▪ helps make informed decisions ▪ gives direction in life ▪ helps set goals <b>(any other relevant point)</b>	
			<b>OR</b>	

7	-	-	<b>REPORT</b>	<b>10 marks</b>
			<b>Format – Title and Writer’s name</b>	<b>1 marks</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>REPUBLIC DAY PARADE</b> <b>Suggested Value Points</b> - what – Republic Day Parade - where – Delhi - when – date - description of parade- marchpast/folk dances/ special mention of floats etc. <b>(any other relevant detail)</b>	
-	7	-	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format – Title and Writer’s name</b>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>WOMEN MUST BE GIVEN HONOUR</b> <b>Suggested value points</b> - problem – women harassed on roads / at homes - suggestions – role of woman at home/ in society deserves respect - educate them - make them self dependent; financially and emotionally - stop exploitation / domination / suppression of women <b>(any other relevant point)</b>	
			<b>OR</b>	
-	7	-	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format – Title and Writer’s name</b>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>IMPORTANCE OF NEWSPAPER IN LIFE</b> <b>Suggested value points</b> - keeps us up to date with local / international news - widens knowledge - builds vocabulary - encourages reading <b>(any other relevant point)</b>	
-	-	7	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format – Title and Writer’s name</b>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>

			<b>NEED TO BAN LIQUOR SHOPS</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>- welcome move of states banning liquor shops because</li> <li>- it will raise standard of living/ health/ economy</li> <li>- reduce number of accidents/ incidents of road rage</li> <li>- appreciate government gesture to forego revenue from liquor shops</li> </ul> <b>(any other relevant point)</b>	
			<b>OR</b>	
-	-	7	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format – Title and writer’s name</b>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
			<b>RAPID INCREASE IN THE NUMBER OF PRIVATE CARS AND ITS EFFECT ON ENVIRONMENT</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>- problem – rapid increase in number of cars / increased air pollution / traffic jams / delays</li> <li>- causes – people buying more cars / lack of good public transport system/ increase in affluence</li> <li>- suggestions – improve public transport system/car pooling/creating awareness</li> </ul> <b>(any other relevant point)</b>	
			<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	<b>[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>	<b>4 marks</b>
a)	a)	a)	moment of silence; stillness; when all activity will come to a standstill (any one)	<b>1 mark</b>
b)	b)	b)	unusual moment; time for introspection; everyone would be together; total silence; no rush (any one)	<b>1 mark</b>
c)	c)	c)	no discrimination; foster harmony, brotherhood; oneness (any one)	<b>1 mark</b>
d)	d)	d)	moment of togetherness; silence; stillness; something unusual (any one)	<b>1 mark</b>
			<b>OR</b>	
a)	a)	a)	The tigers	<b>1 mark</b>
b)	b)	b)	green forest; screen; panel (any one)	<b>1 mark</b>
c)	c)	c)	fearless; royal; confident (any one)	<b>1 mark</b>
d)	d)	d)	elegant; glossy	<b>1 mark</b>
9	9	9	<b>Short answer type questions</b> <b>Distribution of marks:</b> <b>Content: 2 marks</b> <b>Expression : 1 mark</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	<b>12 marks</b>
a)			Special dress which he wore on functions, dress – frilled shirt, green coat, black embroidered cap, look dignified/tall/serious	<b>3 marks</b>

b)			fear of water engaged an instructor, independent swimming, crossed lake Wentworth	<b>3 marks</b>
c)			pale wan colour / mother had lost her glow on her face	<b>3 marks</b>
d)			problem – foul smell solution – went to the wizard	<b>3 marks</b>
e)			Sahib lost his freedom; lost glow on his face; no longer his own master; lost his dream (any one) Mukesh dares to dream; his dream	<b>3 marks</b>
f)			talks about the world, far removed from reality; creates ambition and desires; tempts them; children cannot identify themselves with characters from Shakespeare ( <b>any two</b> )	<b>3 marks</b>
-	a)	-	- had to leave France after forty years - had not learnt the language properly - could not speak the language - parents did not send children to school - M. Hamel himself gave holiday to the children	<b>3 marks</b>
-	b)	-	- after the age of three or four - drowned under a wave in California beach - lost his breath and was frightened	<b>3 marks</b>
-	c)	-	- mother was growing old - fear of separation / death	<b>3 marks</b>
-	d)	-	problem – foul smell solution – went to the wizard	<b>3 marks</b>
-	e)	-	- wanted Bama to study hard and come first - only through education she could overcome racial discrimination	<b>3 marks</b>
-	f)	-	- beauty in nature - beauty in literature - beautiful things in nature and stories of literature help to overcome sadness/gloom/enhance mood/uplift soul	<b>3 marks</b>
-	-	a)	unusually quiet school; older villagers occupying back benches of the classroom; teacher dressed in best clothes; children understanding the lesson better; M. Hamel explained patiently ( <b>any two</b> )	<b>3 marks</b>
-	-	b)	- thrown into the deep of the pool by a bully - went down - was unable to come up - near death experience	<b>3 marks</b>
-	-	c)	- dozing like a corpse / as old as she looked - fear that may not meet her mother	<b>3 marks</b>
-	-	d)	- Mommy forced the wizard to return foul smell; angry with Mommy as Roger left without friends; to assert that the young also have an opinion ( <b>any one</b> )	<b>3 marks</b>
-	-	e)	- fourteen year old boy with one side of his face disfigured with acid - kept to himself , did not mix with people - full of frustration and anger - could not take criticism	<b>3 marks</b>
-	-	f)	- beauty in nature - beauty in literature - beautiful things in nature and stories of literature help to overcome sadness/gloom/enhance mood/uplift soul	<b>3 marks</b>
			<b>Q10 &amp; 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</b>	



			<b>should be able to justify his or her viewpoint.]</b>	
10	10	10	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression : 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½marks]</b> <b>coherence and relevance of ideas and style [1½marks]</b>	<b>6 marks</b>
10	10	10	Gandhi ji simplicity – did not object to being treated as a peasant at Rajendra Prasad’s house non-violent attitude – used peaceful means – prepared to go to jail – to bend the British Government fellow feeling – worked for the people of Champaran – not familiar with him selflessness – called wife and children to work for medical upliftment and literacy of Champaran people determination – stayed in Champaran for about a year to get justice for peasants	<b>6 marks</b>
			<b>OR</b>	
10	10	10	<b>Crofter</b> - first time someone has been hospitable - treated him like a guest - gave him food and entertained him - shared his confidences but peddler robbed him <b>Edla</b> - persuaded him to come home for Christmas - treated him with dignity and respect - even after realising the truth treated him like a guest - kind and compassionate - spread Christmas cheer - gave him gifts - brought about a change in him - peddler returned money and left a letter for Edla as a gift	<b>6 marks</b>
11	11	11	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b>	
11	11	11	- conscientious – does his duty, does not want a bad name - meticulous – planned the exam - kind and considerate, fair, methodical - understanding, overcautious <b>(any other similar trait with example)</b> <b>(any two)</b> He was too considerate and humane towards Evans.	<b>6 marks</b>
			<b>OR</b>	
11	11	11	- treated the POW inspite of protest from the servants - informed the General - when the assassins did not come, helped the POW to escape - very balanced, matured, a great surgeon, true patriot, a great human being (any two supported with examples)	<b>6 marks</b>

			<b>Q12 &amp; Q 13 – Long Reading Text– Silas Marner / The Invisible Man</b> [NOTE: Accept any answer that correlates with the novel and seems relevant]	
12	12	12	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½ marks ]</b> <b>coherence and relevance of ideas and style [1½ marks]</b>	<b>6 marks</b>
12	12	12	- bullied / beaten about, abused, forced to become Griffin’s accomplice - forced to go to Iping to collect books and clothes - forced to store stolen money in his pocket - not allowed to leave the invisible man <b>(any two with examples)</b>	<b>6 marks</b>
			<b>OR</b>	
12	12	12	<b>Godfrey</b> - elder brother, materialistic, fickle-minded, heir to the Cass estate - married the opium addict Molly secretly, hid the information from his father lest he should be disowned by him - good at heart though lacked will power - though he did not declare Eppie as his daughter to others, confessed the truth to his wife and provided all moral and financial support to Eppie, even when she refused to go and stay with him after knowing that he was her biological father - also he maintained a good relationship with Silas <b>Dunstan</b> - younger brother, hard-hearted, idle, lacking in principles, not interested in hard work, given to drinking - blackmailed his brother about his secret marriage with Molly - tried to sell the horse to help his brother, the horse died - later stole the hard earned money of Silas, but paid for his sins by falling and drowning in the water in the stone pit. students should write on any one of them giving details in support of their view	<b>6 marks</b>
13	13	13	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression: 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	
13	13	-	- use the principles of science to become invisible - went against nature - in his efforts to regain his form committed evil deeds – steals money from father causing his father’s death - burnt the house of landlord - beat up hunch back - forced Marvel to follow his instructions - stole from the Vicarage - rude and violent with villagers – Jaffers Cuss etc. <b>(any two with any two incidents)</b>	

			<b>OR</b>	
13	13	-	<b>Silas Marner</b> <ul style="list-style-type: none"> <li>- Nancy changes the course of story</li> <li>- has high and strict principles</li> <li>- Nancy's principles keep her from adopting a child</li> <li>- actions governed by love for Godfrey</li> <li>- ready to accept Eppie when finds out that she is Godfrey's daughter</li> <li>- good mistress of Red House</li> </ul>	
-	-	13	<b>Theft</b> <ul style="list-style-type: none"> <li>- theft took place on whit Monday morning</li> <li>- Mrs. Bunting heard open and shutting of the door</li> <li>- both she and her husband heard noises in the study</li> <li>- found the study lit with candles</li> <li>- heard clinking of money</li> <li>- found no one</li> </ul>	
			<b>OR</b>	
-	-	13	<ul style="list-style-type: none"> <li>- Eppie saw bright light at some distance</li> <li>- Molly had given no response</li> <li>- she reached cottage door that stood open</li> <li>- entered it – cosy and warm</li> <li>- slept near the fireplace</li> <li>- Eppie gave Silas a new reason to live</li> <li>- his lost gold had been replaced by a golden haired child</li> <li>- vows to take care as his own</li> <li>- brings about softening of feelings towards him by residents of the town</li> <li>- spiritually renewed by awakening of human love, fellowship of neighbours and town folk</li> <li>- Marner rewarded for his love when Eppie refuses to go with her natural father</li> </ul>	