

SENIOR SCHOOL CERTIFICATE EXAMINATION
JULY 2014
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND CIRCLED ON THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED ON THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 UNDER SECTION A (READING) AND Q7 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.

12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1 AND Q7].
14. THE QUESTION NOS. 12 AND 13, BASED ON THE NOVEL “THE HOUND OF THE BASKERVILLES” ARE BEING ASKED FOR THE FIRST TIME. IT IS SUGGESTED THAT THE EXAMINERS BE CONSIDERATE WHILE AWARDING MARKS.
15. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
16. AS PER ORDERS OF THE HON’BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER VALUE POINTS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

[FOR THE HEAD EXAMINERS ONLY]

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVES HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO THE RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.

SUGGESTED VALUE POINTS

SECTION A: READING				
1	1	1	COMPREHENSION PASSAGE	
(a)	(a)	(a)	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.	
(i)	(i)	(i)	– plastic bags are very convenient to carry	1 mark
(ii)	(ii)	(ii)	– they are not strong enough to withstand numerous trips to the store	1 mark
(iii)	(iii)	(iii)	– plastic bags end up in the landfill or are burned; burning emits toxic gases and landfills hold them indefinitely	2 marks
(iv)	(iv)	(iv)	– sea animals can mistake a plastic bag for a meal and find their airway cut off; woodland animals which swallow them suffer suffocation death	2 marks
(v)	(v)	(v)	– recycling of plastic bags is expensive; doesn't melt easily; no funding for upgrading recycling plants	2 marks
(vi)	(vi)	(vi)	– the best possible alternative is reusable cloth bag	1 mark
(b)(i)	(b)(i)	(b)(i)	eliminate	1 mark
(ii)	(ii)	(ii)	suffocation	1 mark
(iii)	(iii)	(iii)	expensive	1 mark
2	2	2	<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 Q2(a) or Q2(b) • Content must be divided into heading(s) 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 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)	<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>	<p>1 mark</p> <p>1 mark</p> <p>3 marks</p>

			Suggested Notes	
			Title: Miserable plight of the untouchables / Outcasts or any other relevant title	
			<p>1 Outcasts faced caste prejud'ce</p> <p>1.1 weren't allowed to draw water from</p> <p>1.1.1 village well</p> <p>1.1.2 nearby brook</p> <p>1.2 upper caste Hindu's belief they would pollute water</p> <p>2 Poverty aggrav'td their water woes</p> <p>2.1 no well for them</p> <p>2.2 too poor to afford to have a well of their own</p> <p>2.3 depended on the bounty of caste Hindus</p> <p>2.4 had to wait long at the well</p> <p>3 Easy access to water for the rich</p> <p>3.1 the rich engaged water carriers</p> <p>3.2 others drew water directly from the well</p> <p>4 Sohini's travails / condition / plight</p> <p>4.1 tired</p> <p>4.2 long queue at the well</p> <p>4.3 her thirsty brother</p> <p>4.4 no sight of any caste Hindu passing that way</p> <p>4.5 resign'd herself to her fate</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>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>	
3	3	3	REPLY TO INVITATION	
			<p>Format 1. sender's address, 2. date, 3. complimentary close.</p>	1 mark
			Content	2 marks
			<p>Expression [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style</p>	<p>1 mark</p> <p>1 mark</p>
			<p>Suggested value points [INABILITY TO ATTEND FUNCTION]</p>	

			<ul style="list-style-type: none"> – expressing thanks for invitation – regret for your inability to attend – reasons – good wishes for the couple 	
			OR	
			NOTICE	
			Format 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 has used capital letters for writing a notice within or without a box.	1 mark
			Content	2 marks
			Expression	2 marks
			Suggested value points [MEETING OF SCHOOL CRICKET TEAM] <ul style="list-style-type: none"> – purpose of meeting – preparation for the zonal tournament – date, time and venue – request to attend the meeting 	
4	4	4	REPORT WRITING	
			Format 1. title, reporter’s name	1 mark
			Content	4 marks
			Expression [5 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2½ marks 2½ marks
			Suggested value points: (VISIT TO ORPHANAGE / any other suitable heading) <ul style="list-style-type: none"> – visit to orphanage, time, date, place – atmosphere – surroundings – caring staff – children well looked after – all facilities available – any other relevant details 	
			OR	
			Suggested value points: (PROTEST RALLY/ any other suitable heading) <ul style="list-style-type: none"> – protest rally held against civic body’s decision – date, time and venue – members expressed concern over felling of trees – called it crime against environment 	

			<ul style="list-style-type: none"> – suggestions <ul style="list-style-type: none"> - building flyovers, elevated roads to ease traffic congestion - deploying more traffic policemen at congestion prone areas – any other relevant detail 	
5	5	5	<p>LETTER WRITING</p> <p>[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.]</p>	
			<p>Format</p> <p>1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.</p>	2 marks
			<p>Content</p>	4 marks
			<p>Expression [4 mark]</p> <p>grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style</p>	2 marks 2 marks
5	–	–	<p>(ROLE OF YOUTH)</p> <p>Suggested value points</p> <ul style="list-style-type: none"> – youth involvement in social issues like poverty, unemployment, corruption etc. – youth and other people hold demonstrations, protests and candle light marches against injustice – any other relevant details <p>suggestions</p> <ul style="list-style-type: none"> – youth – hope of the nation ; should come forward and shoulder more responsibilities – raise voice against corruption – encourage self employment – strive for economic revolution – any other relevant suggestion 	
			OR	
			<p>(FLOOD)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> – enormous rains caused flood – crops destroyed – people and animals perished – houses suffered severe damage – rescue teams and relief measures – need for improving disaster management – role of govt., NGOs and public – any other relevant details – 	

–	5	–	(ENQUIRY ABOUT PAYING GUEST ACCOMMODATION) Suggested Value Points <ul style="list-style-type: none"> – enquiry about paying guest accommodation – accommodation – single, twin sharing, dormitory – monthly charges – boarding and lodging – 24 hours power supply, running water – clean surroundings – safety, pleasant atmosphere – other conveniences – transport, shopping centre etc – any other relevant details 	
			OR	
			(IMPROVING CONDITIONS IN LOCALITY) Suggested Value Points <ul style="list-style-type: none"> – condition of roads – need for immediate repairs – repair and improvement of street lights – renovation of community centre – improvement of the main park – relaying of internal lanes in the locality – any other relevant suggestions 	
–	–	5	(POOR PERFORMANCE OF WASHING MACHINE) Suggested Value Points <ul style="list-style-type: none"> – name, model of product – details of the purchase – explain clearly the problem – product under warranty / guarantee – prompt action expected – enclosures – photocopies of receipt etc. – any other relevant details 	
			OR	
			(MENACE OF STRAY ANIMALS) Suggested Value Points <ul style="list-style-type: none"> – stray dogs chasing vehicles; causing panic – cases of dog bites on the rise – cattle moving in the middle of the road – cause of accidents – municipality has no clear policy and adequate facilities – very few animal catching vans – request for prompt and immediate action – adequate no. of vans; deploying more officials – stray cattle to be impounded; owners to be heavily fined – sterilisation of stray dogs – any other relevant details 	

6	6	6	ARTICLE WRITING	
			Format: (Title and writer's name)	1 mark
			Content	4 marks
			Expression [5 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2½ marks 2½ marks
6	–	–	Suggested Value Points (FAILURE IS A STEPPING STONE TO SUCCESS) – lessons to learn from failures – make us aware of our shortcomings – don't let them overwhelm you – resolve to overcome weaknesses – have faith in yourself – cultivate positive attitude – examples of others who succeeded – any other relevant details	
			OR	
			Suggested Value Points (THE VALUE OF FRIENDSHIP) – urge to have friends is natural – sharing joys and sorrows – help in distress : a shoulder to lean on – a good friend, a good adviser – help in decision making – friends can make or mar your future – choose friends with care – any other relevant details	
–	6	–	Suggested Value Points (HOW TO ROOT OUT CORRUPTION FROM THE COUNTRY?) – strict laws and effective implementation – use of right to information – systematic changes to weed out corrupt politicians and bureaucrats – strictest possible punishment to the corrupt – fast track courts – public boycott of the corrupt – support and encouragement to honest officials – any other relevant details	
			OR	
			Suggested Value Points (DISCRIMINATION FACED BY WOMEN) – women victim of gender bias – men preferred over women for senior positions – unequal salaries and wages for the same job – household chores – women's responsibility – no financial freedom	

			<ul style="list-style-type: none"> – exploitation at work places – discrimination at home, workplace and society <p>suggestions</p> <ul style="list-style-type: none"> – creating awareness – positive and effective role of media – print / visual / electronic – women friendly laws and legislations for empowerment – strict punishment to those who exploit or discriminate against women <ul style="list-style-type: none"> – any other relevant details 	
–	–	6	<p>Suggested Value Points (YOUTH AND SOCIAL SERVICE)</p> <ul style="list-style-type: none"> – plenty of scope of social work by students – active role in developmental work – organise sanitation drives – educating illiterates – helping the aged; visiting them – grooming and improving the environment – helping traffic police – ensuring safety of public property – raising voice against injustice, cruelty, corruption – obeying rules and laws – working for safety of women – any other relevant details <p style="text-align: right;">(any five)</p>	
			OR	
			<p>Suggested Value Points (RESPONSIBILITIES OF A GOOD CITIZEN)</p> <ul style="list-style-type: none"> – respect for rules and laws – sense of responsibility – refraining from activities detrimental to nation and society – neighbourly feeling – protecting environment – contributing to welfare activities – patriotic fervour – ready to sacrifice themselves for the country – an ideal citizen; kind, generous and broadminded – any other relevant details <p style="text-align: right;">(any five)</p>	
			<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>	

7	7	7	[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.] Value points:	
(a)	(a)	(a)	– a thing of beauty removes all sad thoughts / has a soothing effect / lifts our spirits	2 marks
(b)	(b)	(b)	– beauty of nature / anything beautiful in the world	1 mark
(c)	(c)	(c)	– personification and metaphor	1 mark
			OR	
(a)	(a)	(a)	– people of the world	1 mark
(b)	(b)	(b)	– to introspect / to take stock of our actions	2 marks
(c)	(c)	(c)	– about causing so much destruction to the world and people	1 mark
8	8	8	Short answer type questions (Poetry) Distribution of marks: Content:	1 mark
			Expression (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	(a)	(a)	– faces like rootless weeds / hair torn round their pallor / weighed down head / the paper-seeming boy with rat's eyes / the stunted unlucky heir of twisted bones / skins peeped through by bones / reciting a father's gnarled disease	2 marks
(b)	(b)	(b)	– fishermen not harming whales, wars with gas, wars with fire / victory with no survivors	2 marks
(c)	(c)	(c)	– tries to comfort herself as well as her mother – parting on a positive note – dispelling the constant fear	2 marks
9	9	9	Short answer type questions (Prose) Distribution of marks: Content:	1 mark
			Expression (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	–	–	– often sent children on personal errands – to water his plants – gave them a holiday when he wanted to go fishing	2 marks

–	(a)	–	– had spent more than forty years but was forced to leave the school / the thought of his departure – the thought that France was no longer a free country / Alsace had been occupied by the Germans – the thought of missing his school, his pupils and the village folks (any one)	2 marks
–	–	(a)	– put on his beautiful green coat, frilled shirt and a silk cap - dress he would wear on important occasions	2 marks
(b)	–	–	– a means of sustenance; gives them their daily bread and a roof over their heads	2 marks
–	(b)	–	– the sahuikars, middlemen, bureaucrats, policemen, politicians / lineage (customs)	2 marks
–	–	(b)	– a rattrap, three ten kroner notes and a letter; regret for robbing the crofter; his gratitude to Ms Williamson for treating him like a captain	2 marks
(c)	–	–	– although scared planned to hit the bottom when he reached there and come up to the surface	2 marks
–	(c)	–	– a dedicated instructor; took immense pains – drove fear out of Douglas' mind by making him practice hard – rigorous, systematic practice to overcome the fear of water (any one)	2 marks
–	–	(c)	– came out in large number; demonstrated around court house – were enthused by the presence of Gandhi – demanded their leader be set free (any one)	2 marks
(d)	–	–	– Gandhi was fighting for a just cause; had the support of the peasants and people – authorities felt powerless	2 marks
–	(d)	–	– the peddler must have stolen their silver spoons (and other valuables) and must have gone away from the Manor house	2 marks
–	–	(d)	– Bangladesh (Dhaka) – for work / employment / because floods had damaged their fields and homes	2 marks
(e)	–	–	– the infant prince spoke clearly and coherently – raised intelligent questions about life and death	2 marks
–	(e)	–	– a splinter of wooden tiger pierced his finger, caused suppurating sore resulting into his death	2 marks
–	–	(e)	– Roger smelled of roses; she wanted him to preserve his identity (skunks smell bad) – hit the wizard for changing her son's smell	2 marks
(f)	–	–	– as a doctor it was his duty to save a dying man	2 marks

–	(f)	–	– long hair valued in their culture – short hair / shingled hair worn by cowards and unskilled workers	2 marks
–	–	(f)	– out of sympathy and concern – both were handicapped; understood each other's plight – to save the boy from self pitying habit	2 marks
(g)	–	–	– to get rid of his foul smell	2 marks
–	(g)	–	– the General was self absorbed with his health problems – wanted Dr Sadao to be around in case his condition deteriorated – sacrificed national interest for personal interest (any two)	2 marks
–	–	(g)	– helped Dr Sadao to clean the wounds of the American soldier – gave anaesthesia – helped him to carry out the operation – gave moral support to her husband knowing that he was right – was ready to handle the problems arising out of the situation – by taking care of the enemy soldier (any two)	2 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
			Expression [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	1 mark 1 mark
			Value points: – Evans put in a separate cell – all sharp articles were removed – bugging device in Evans' cell – Governor kept the phone on – priest as an invigilator – policeman at the door to keep watch (any three points)	
			OR	
			– fun and games in the bazaar – performing monkey – snake charmer – the cyclist cycling for 3 days – Maariyaata Temple – huge bell tower	

			<ul style="list-style-type: none"> – pongal offerings – dried fish stall near Gandhi statue – sweet / snacks stall – narikkuravan hunter gypsy with wild lemur in cage – selling needles, clay beads / instrument for cleaning out the ears <p style="text-align: center;">(any three)</p>	
11	11	11	<p>Distribution of marks:</p> <p>Content:</p>	3 marks
			<p>Expression [2 marks]</p> <p>grammatical accuracy, appropriate words and spelling</p> <p>coherence and relevance of ideas and style</p> <p>Value Points:</p>	1 mark 1 mark
			<p>Value based question</p> <ul style="list-style-type: none"> – strong desire to learn how to swim – determination to overcome his deep fear – perseverance – training and vigorous practice – positive attitude – self belief <p style="text-align: center;">(any three points)</p>	
			<p>Q12 & Q 13 – Long Reading Text – The Hound of Baskervilles</p> <p>[NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]</p>	
12	12	12	<p>Distribution of marks:</p> <p>Content:</p>	5 marks
			<p>Expression [3 marks]</p> <p>grammatical accuracy, appropriate words and spelling</p> <p>coherence and relevance of ideas and style</p> <p>Value Points:</p>	1½ marks 1½ marks
			<ul style="list-style-type: none"> – both women victims of human treachery – in distress; unhappily married – reader feels sympathetic to both of them – Miss Stapleton <ul style="list-style-type: none"> - decent and well meaning – wanted to save Sir Henry's life - married to a heartless, cruel, greedy man; used her as a tool – Laura Lyons <ul style="list-style-type: none"> - relations with father strained – married against his wishes - a deserted wife - duped by Stapleton who used her to further his own evil designs; false promise to marry - helped by kind, generous person (Sir Charles) 	

13	13	13	Distribution of marks: Content:	4 marks
			Expression [3 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style (deduct ½ a mark for two or more grammatical/spelling mistakes)	1½ marks 1½ marks
			Value points:	
			<ul style="list-style-type: none"> – Seldon a dangerous murderer / an escaped convict / Mrs Barrymore’s brother – spoilt and pampered by the sister – escaped from prison – on the run; hunted by police – hides in the moor – suffering – frightened, miserable, starving – dies a gruesome death / killed by the hound as he was wearing Sir Henry’s clothes / victim of mistaken identity <p style="text-align: center;">(any four)</p>	