

SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 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 AWARDED 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.	
(1)	(1)	(1)	– to learn what’s really important i.e. values like hard work, contentment, honesty and compassion / to be contented with what is given to them / to learn how to overcome challenges for becoming a successful adult / to learn how to be of service to others / to understand that life has a meaning beyond one’s own immediate happiness (any one)	2 marks
(2)	(2)	(2)	– they grow up to be adults who have difficulty coping with life’s disappointments / they have distorted sense of entitlement that affects success in the workplace and in relationships / they become more vulnerable to future anxiety and depression (any one)	2 marks
(3)	(3)	(3)	– there is much more to want / new inventions and brands being launched in the markets / parents are giving in to their demands easily / purchasing power of parents has increased / even getting what they want doesn’t satisfy many of them / parent’s inability to say no (any one)	1 mark
(4)	(4)	(4)	– balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals / balance between holding their ground and saying yes to the demands of their children / balance between imposing limits on children’s behaviour and fulfilling their emotional demands / balance between too much love and too few limits (any one)	2 marks
(5)	(5)	(5)	– children feel better and more secure when they live within a secured structure / to help them overcome challenges so that they become successful adults / to teach them that life has meaning beyond one’s own immediate happiness / to teach them the value of self-control (any one)	2 marks
(b)(1)	(b)(1)	(b)(1)	contentment	1 mark
(2)	(2)	(2)	precious	1 mark
(3)	(3)	(3)	essential / critical	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>
			<p>Suggested Notes</p> <p>NOTE:</p> <p>Accept the notes and summary in the third person.</p> <p>Also accept them written in the first person provided the format is correct and content is covered properly</p>	
			<p>Title: Childhood fears / Fears / Memories of childhood / Evolving from childhood to adulthood / any other relevant title</p>	
			<p>1 Memories of childhood</p> <p>1.1 generally happy & carefree</p> <p>1.2 but always deeply fright'nd</p> <p>2 Fear of darkness</p> <p>2.1 saw</p> <p>2.1.1 clothes hanging</p> <p>2.1.2 curtains moving</p> <p>2.1.3 heard loud noise</p> <p>2.2 felt</p> <p>2.2.1 helpless</p> <p>2.2.2 heart pounded</p> <p>3 Fear of getting lost</p> <p>3.1 while walking home</p> <p>3.2 taking a wrong bus</p> <p>3.3 of being left alone</p>	

			<p>4 Worst fear</p> <p>4.1 of not being accepted</p> <p>4.2 of not looking good</p> <p>4.2.1 tried to wear rt. clothes</p> <p>4.2.2 watched wt.</p> <p>5 Evolving as an adult / Growing up</p> <p>5.1 to recogn⁷e and overcome fear</p> <p>5.2 to realise that</p> <p>5.2.1 others will help</p> <p>5.2.2 being friendly & sincere will pay</p> <p>5.2.3 underst⁷ing the childh^d fears</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>NOTE: Accept the third form. Also accept the first form provided the format is correct and content is covered properly</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>	
3	3	3	POSTER	
			Content	3 marks
			Expression	2 marks
3	–	–	<p>Suggested value points (IMPORTANCE OF COMMUNAL HARMONY)</p> <ul style="list-style-type: none"> – communal harmony for a strong nation – need for communal harmony <ul style="list-style-type: none"> - secular India - strong India - unity in diversity, united we stand, divided we fall – how to achieve <ul style="list-style-type: none"> - respect all religions - tolerance to all faiths - live and let live – any other relevant details 	

–	3	–	<p>Suggested value points (NEED TO PREVENT CRUELTY TO ANIMALS)</p> <ul style="list-style-type: none"> – reasons for protection <ul style="list-style-type: none"> - animals for eco-balance – how it can be done <ul style="list-style-type: none"> - join the crusade against cruelty - volunteer to adopt animals - love them, feed them - protect abandoned animals – any other relevant details 	
–	–	3	<p>(IMPORTANCE OF EXERCISE)</p> <ul style="list-style-type: none"> – importance of exercise <ul style="list-style-type: none"> - healthy body, healthy mind, keep diseases away – how to achieve it <ul style="list-style-type: none"> - regular exercise – any other relevant points 	
			OR	
3	3	3	INVITATION	
			<p>Format The format should include: receiver's address, date, sender's address, salutation, complimentary close</p>	1 mark
			Content	2 marks
			Expression	2 marks
3	–	–	<p>Suggested value points (GUEST OF HONOUR)</p> <ul style="list-style-type: none"> – information about the play – details / duration – request to be the guest of honour – confirmation (optional) 	
–	3	–	<p>Suggested value points (REPLY TO INVITATION)</p> <ul style="list-style-type: none"> – expressing gratitude for the invitation to inaugurate the book exhibition – regret about inability to attend – reason <p>[NOTE: reply in both first and third person to be accepted]</p>	
–	–	3	<p>Suggested value points (CONFIRMING ACCEPTANCE)</p> <ul style="list-style-type: none"> – expressing gratitude for the invitation – willingness to accept / confirmation <p>[NOTE: reply in both first and third person to be accepted]</p>	

4	4	4	FACTUAL DESCRIPTION	
			Format - title, name (optional)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
4	4	–	Suggested value points: (NEWLY BUILT AUDITORIUM) – structure / details / layout / floor – facilities – stage / acoustics/ lights / green room / entrance / exit / seating capacity – any other relevant detail	
–	–	4	Suggested value points: (DESCRIPTION OF THE FRIEND) – physical appearance – complexion, build, age, height – any distinguishing features / identification mark – any other relevant details	
			OR	
4	4	4	REPORT WRITING	
			Format 1. title, reporter's name	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
4	4	–	Suggested value points: (PERSONALITY DEVELOPMENT FOR STUDENTS/ any other suitable heading) – what – when – where – how – details of the programme / resource persons – participants and their response – any other relevant detail [NOTE: first person or third person report to be accepted]	
–	–	4	Suggested value points: (EXCHANGE PROGRAMME/ any other suitable heading) – what - exchange programme – when - day, date, duration – where - venue	

			<ul style="list-style-type: none"> – who – details of programme <ul style="list-style-type: none"> - reception - cultural programme - who all participated – any other relevant details <p>[NOTE: first person or third person report to be accepted]</p>	
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</p> <p>grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]</p>	4 marks
5	5	–	<p>(APPLICATION FOR JOB – WITH BIODATA)</p> <p>Suggested value points</p> <ul style="list-style-type: none"> – reference to the advertisement – post applied for - chief chef at a five star hotel – suitability for the post – request for response – any other relevant detail <p>[NOTE: Resumé can be part of the letter or written separately]</p>	
–	–	5	<p>(COMPLAINT LETTER - BOOK)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> – reference to the purchase – details of the problem - missing pages and overlapped printing – inconvenience caused – request for replacement or refund 	
			OR	
5	5	–	<p>(APPLICATION FOR JOB – MARKETING MANAGER)</p> <p>Suggested value points</p> <ul style="list-style-type: none"> – reference to the advertisement (optional) – post applied for – suitability for the post – request for response – any other relevant detail <p>[NOTE: Resumé can be a part of the letter or written separately]</p>	

–	–	5	(COMPLAINT LETTER – WRIST WATCH) Suggested Value Points – reference to the purchase – details of the watch – details of the problem /inconvenience caused – request for repair or replacement	
6	6	6	ARTICLE WRITING	
			Format: (Title and writer's name)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
6	–	6	Suggested Value Points (INCULCATING CIVIC SENSE/ any other suitable title) Reasons – civic sense not considered as an important value – not practised and encouraged at home – lack of role models – any other relevant point (any two) Steps to inculcate – civic education mandatory at school level – awareness through talks / media / NGO/documentaries etc. – incentives for practising civic sense – encouraging use of dustbins – wastage to be avoided – stringent laws – any other relevant points (any two)	
–	6	–	Suggested Value Points (TERRORIST ATTACK / NEED TO MAINTAIN PEACE AND HARMONY / any other suitable title) Causes – political / religious fanaticism / intolerance / fundamentalism / social / economic/ educational etc. Effects – damage to life and property – sense of insecurity – affects economic growth – brings disunity and division among people – any other relevant point (any two) Steps to be taken – political will to tackle terrorism	

			<ul style="list-style-type: none"> – vigilance to be improved – implementation of stringent laws – solving social, economic, political differences – creating awareness through media – role of youth / family/ society / educational institutions – any other relevant point <p style="text-align: center;">(any two)</p>	
			OR	
6	–	6	<p>Suggested Value Points (CRUELTY TO ANIMALS / any other suitable title)</p> <ul style="list-style-type: none"> – neglect and ill-treatment of animals – intentional cruelty – using animals for commercial purposes <p>suggestions to prevent ill-treatment</p> <ul style="list-style-type: none"> – creating shelter homes for animals – creating awareness through campaigns, drives, street plays etc. – observing animal rights day – any other relevant detail <p style="text-align: center;">(any four)</p>	
–	6	–	<p>Suggested Value Points (TOURISM IN INDIA/ any other suitable title)</p> <ul style="list-style-type: none"> – India as a potential tourist destination (climate, culture, diversity) – not fully tapped – poor promotion of tourism – poor infrastructure – transport, communication, accommodation, etc. – exploitation of tourists by guides, hoteliers, tourist operators – need for promotion through advertisement – improving infrastructure – projecting India as a great tourist destination through culture and values – positive role of govt. agencies – better coordination between private and govt. agencies – any other relevant detail <p style="text-align: center;">(any four)</p>	
			<p>SECTION C: LITERATURE (TEXT BOOKS & 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 – John Keats	1 mark
(b)	(b)	(b)	– due to lack of noble people / because of gloomy days / because of unhealthy and over darkened ways (any two)	2 marks
(c)	(c)	(c)	– any shape of beauty / a thing of beauty / any manifestation of beauty	1 mark
			OR	
(a)	(a)	(a)	– the slum children / the children from the elementary school of the slum / children of the slum / poor children	1 mark
(b)	(b)	(b)	– their world is the world of slum / of deprivation / of poverty / a world far away from rivers, capes and stars of words / a narrow street sealed in with a lead sky	1 mark
(c)	(c)	(c)	– bleak future / without any hope or progress / with unrealistic education / poverty and disease / away from rivers, capes, stars of words (any two)	2 marks
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)	– losing her mother / fear of separation	2 marks
(b)	(b)	(b)	– sadness of never understanding ourselves and nature – threatening ourselves with death or destruction	2 marks
(c)	(c)	(c)	– the tigers possessed all qualities which Aunt Jennifer didn't – the tigers were free, fearless, confident and proud whereas Aunt Jennifer was meek, submissive and without any identity / indecisive	2 marks
9	9	9	Short answer type questions (Prose) Distribution of marks:	
			Content:	1 mark
			Expression (deduct ½ mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	

(a)	(a)	(a)	– she trusted him more than any other member of the family / symbolised freedom / wanted to be part of his exotic, adventurous world outside / could look for approval from him since her father was critical and disapproving / she hero worshipped him (any two)	2 marks
(b)	(b)	(b)	– it was Christmas eve and Edla wanted to keep the spirit of Christmas / wanted to provide him with a day of comfort and solace / justified that they had invited him against his will / was lonely and wanted to do something special on Christmas eve (any two)	2 marks
(c)	(c)	(c)	– took up a job in a tea stall no, he was not	2 marks
(d)	(d)	(d)	– the villagers felt sorry for not learning the language / to thank the teacher for his forty years of faithful service / showing their respect for the language and their country (any two)	2 marks
(e)	(e)	(e)	– could not find the hundredth tiger and was furious – in frustration doubled the tax	2 marks
(f)	(f)	(f)	– he was ignored by his friends because of his awful smell – to seek advice from the owl for his problem of awful smell	2 marks
(g)	(g)	(g)	– the new environment / cultural shock / unknown tongue / strict regimen unknown to her like eating by formula, squeaking shoes, news about cutting her hair (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 grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1] Value points:	2 marks
10	10	–	– Champaran episode was a landmark in Gandhian style of fighting against the British – a long-drawn out but patient and peaceful agitation – a turning point in Gandhiji's life – it was during this struggle that he decided to urge the departure of the Britishers – it didn't begin as an act of defiance but it grew out of an attempt to	

			<ul style="list-style-type: none"> – make the sufferings of the poor peasants less severe – a triumph of the first civil disobedience movement – the farmers learnt courage, learnt that they too had rights / it was a spontaneous demonstration around the courthouse / was the beginning of their liberation from the fear of the British – in Champaran episode, self-reliance and freedom struggle went hand in hand <p style="text-align: center;">(any 3)</p>	
–	–	10	<ul style="list-style-type: none"> – Champaran was culturally and socially backward and Gandhiji wanted to do something – to engage volunteers for improving conditions of health, hygiene, sanitation and education – wanted to make the peasants self-reliant 	
			OR	
10	10	–	<ul style="list-style-type: none"> – to send two private assassins and remove the body – it was not executed – self-absorption / selfish / cruel / no human consideration 	
–	–	10	<ul style="list-style-type: none"> – servants continued their open defiance – didn't enter the pow's room – didn't want to stay in the same house where the enemy was staying – doubted their master's loyalty – Yumi refused to clean the enemy soldier – were careful in their courtesy but their eyes were cold – the old gardener was sore that Sadao had not let the young man bleed and die – reactions of the cook and Yumi <p style="text-align: center;">(any three)</p>	
11	11	11	Distribution of marks:	
			Content:	3 marks
			Expression grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]	2 marks
			Value Points: <ul style="list-style-type: none"> – will try to be supportive / considerate – will not be just sympathetic but will be encouraging / be empathetic – treat them as equals / encourage them to take part in all activities – advocate inclusive education /not separate schools – campaigns for social acceptance – raise hope and encouragement / empowerment <p style="text-align: center;">(any three)</p> <p>(any relevant answer, with or without reference to the text, first or third person account should be accepted)</p>	

			Q12 & Q 13 – Long Reading Text – The Hound of Baskervilles [NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]	
12	12	12	Distribution of marks: Content:	5 marks
			Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value Points:	3 marks
12	–	12	– he was apprehensive about the impending danger to Henry – to solve the mystery of the death of Sir Charles Baskerville under mysterious circumstances – he was the trustee and executor of Sir Charles' will – to know about the mystery of the footprints of the hound – had heard about the expertise of Holmes as a detective	
–	12	–	– Holmes saw the family portrait hung on the wall – Sir Hugo Baskerville's portrait caught his attention – bore a close resemblance to Stapleton – Stapleton's motive to grab the property at any cost was revealed	
13	13	13	Distribution of marks: Content:	4 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:	
13	–	13	Laura Lyons – daughter of Mr Frankland / broke relationship as she got married against his wishes – Sir Charles had been helping her – Stapleton forced Laura to write a letter to Sir Charles – he would meet her at the gate – prevented her from meeting Sir Charles – Stapleton's crafty idea	
–	13	–	Mr Frankland – an elderly man, red-faced, white haired and choleric – an assertive father who refused to have anything to do with his daughter for marrying against his wishes – had passion for the British law / spent a large fortune on litigation – a kind and good-natured person – an amateur astronomer / had an excellent telescope – helped Dr Watson to spot the young boy in the moor – he was either liked or disliked by the people	