

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 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.	
(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	
			<ol style="list-style-type: none"> 1 Outcasts faced caste prejud'ce <ol style="list-style-type: none"> 1.1 weren't allowed to draw water from <ol style="list-style-type: none"> 1.1.1 village well 1.1.2 nearby brook 1.2 upper caste Hindu's belief they would pollute water 2 Poverty aggrav'td their water woes <ol style="list-style-type: none"> 2.1 no well for them 2.2 too poor to afford to have a well of their own 2.3 depended on the bounty of caste Hindus 2.4 had to wait long at the well 3 Easy access to water for the rich <ol style="list-style-type: none"> 3.1 the rich engaged water carriers 3.2 others drew water directly from the well 4 Sohini's travails / condition / plight <ol style="list-style-type: none"> 4.1 tired 4.2 long queue at the well 4.3 her thirsty brother 4.4 no sight of any caste Hindu passing that way 4.5 resign'd herself to her fate 	
(b)	(b)	(b)	Summary The summary should include all the important points given in the notes. Content Expression	2 marks 1 mark
			<p style="text-align: center;">SECTION B: ADVANCED WRITING SKILLS</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.	
3	3	3	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
3	3	3	Suggested value points [CLEANLINESS DRIVE]	

			<ul style="list-style-type: none"> – what - cleanliness drive – by whom – social activities club of the school – when - day, date, time (duration) – where - venue – request for participation / giving names – request to class XII students – any other relevant details 	
			OR	
			<p>Suggested value points [FELICITATION FUNCTION]</p> <ul style="list-style-type: none"> – occasion – felicitation function – when - day, date, time – where - venue – urging students to attend the function – any other relevant details 	
4	4	4	REPORT WRITING	
			<p>Format 1. title, reporter's name</p>	1 mark
			Content	4 marks
			<p>Expression [5 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style</p>	2½ marks 2½ marks
			<p>Suggested value points: (MULTI-STOREY BUILDING COLLAPSES / any other suitable heading)</p> <ul style="list-style-type: none"> – day, date, time, place of the accident – loss of life and property – cause of the accident – rescue operation – any other relevant details 	
			OR	
			<p>Suggested value points: (ZONAL CRICKET TOURNAMENT / any other suitable heading)</p> <ul style="list-style-type: none"> – date, time, venue of the event – names of the participating teams – exciting, cheerful atmosphere – name of the winning team – cheering crowd – presentation ceremony – any other relevant detail 	
5	5	5	<p>LETTER WRITING [Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]</p>	

			Format 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.	2 marks
			Content	4 marks
			Expression [4 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2 marks 2 marks
5	–	–	(LETTER TO MUNICIPAL COMMISSIONER) Suggested value points – present condition of the park – causes – remedy – request for action by the horticulture department – any other relevant details	
			OR	
			(INADEQUATE BUS SERVICE) Suggested Value Points – problem – inadequate bus services in your area – inconvenience caused to the public – request for urgent steps in the matter – suggestions – any other relevant details	
–	5	–	(CONGESTED MAIN ROAD) Suggested Value Points – heavy congestion on the main road – causes – encroachment on both sides of the road – illegal parking on the road – inconvenient to road users especially children and women – suggestions / solutions – remove encroachments – separate site for roadside hawkers – create parking space away from markets – strict action by authorities – any other relevant details	
			OR	
			(REQUEST LETTER TO HOSTEL WARDEN) Suggested Value Points – self introduction – stating the problem of brother being bullied by the seniors – request to take urgent action in this matter – any other relevant suggestions	

–	–	5	<p>(RECKLESS DRIVING) Suggested Value Points</p> <ul style="list-style-type: none"> – reckless driving by the youngsters – youngsters' desire for driving fast – increasing number of road accidents – panic and fright among the residents <p>Action to be taken</p> <ul style="list-style-type: none"> – deployment of traffic police; barricades / heavy fine / impounding vehicles – joint action by parents and traffic police – counselling of the youngsters – any other relevant details 	
			OR	
			<p>(PLIGHT OF STREET CHILDREN) Suggested Value Points</p> <ul style="list-style-type: none"> – describing the problem – miserable condition of the street children – live in unhealthy surroundings – earn living by picking saleable items from rubbish dumps – exposed to health hazards – abused and exploited by anti-social elements – NGOs, social activists should step forward – motivate parents to send children to school – to provide free meals / free education /monetary help to children / better job opportunities to their parents – 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	–	–	<p>Suggested Value Points (PROMOTE TOURISM IN THE COUNTRY)</p> <ul style="list-style-type: none"> – great geographical and cultural diversity – inability to attract tourist – how to promote tourism in the county – role of govt. and private agencies – any other relevant details 	
			OR	
			<p>Suggested Value Points (TRAVELLING IN AN OVERCROWDED BUS)</p> <ul style="list-style-type: none"> – travelling in an overcrowded bus – upsetting experience – condition of the passengers – pushing and shoving, suffocation, angry faces, rumpled clothes 	

			<ul style="list-style-type: none"> – exchange of angry words – feeling of relief after getting off – any other relevant details 	
–	6	–	<p>Suggested Value Points (THE QUALITIES YOU WOULD LIKE IN YOUR LEADER TO HAVE)</p> <ul style="list-style-type: none"> – visionary, nationalist, patriot – morally upright – dynamic – efficient, decisive, bold – secular – committed to welfare of all sections of society – clear vision – incorruptible – humble, persuasive – sensitive to the hopes and aspirations of people – any other relevant details (Credit may also be given for other aspects of leadership discussed by students; these should be relevant to nation building.) <p style="text-align: center;">(any four)</p>	
			OR	
			<p>Suggested Value Points (HOW TO PROMOTE ADVENTURE SPORTS IN INDIA)</p> <ul style="list-style-type: none"> – increasing interest in adventure sports – India becoming a new destination for these games – visitors from foreign countries – rock climbing, trekking, river rafting, etc. – exhilarating experience – stress buster – brings optimism – prepares one to face life in a better way – any other relevant details <p style="text-align: center;">(any four)</p>	
–	–	6	<p>Suggested Value Points (NEED FOR COUNSELLING BEFORE BOARD EXAMS)</p> <ul style="list-style-type: none"> – stress due to <ul style="list-style-type: none"> - high parental expectations - peer pressure - fear of failure - worries about future – lose appetite and sleep – give up recreational activities <p>Suggestions:</p> <ul style="list-style-type: none"> – teaching stress busting techniques – yoga, long walks, music, hobbies etc. – teaching / cultivating healthy attitude – being realistic; worrying does not help – any other relevant details <p style="text-align: center;">(any four)</p>	

OR				
			<p>Suggested Value Points (ADVANTAGES OF A POSITIVE ATTITUDE)</p> <ul style="list-style-type: none"> – positive attitude brings health, happiness and success – energises physically and mentally – raises confidence level; encourages one to take bold decisions – helps develop ability to cope with difficult situations – inspires confidence in others – you get more respect from friends and relatives – promotes overall ‘feel good factor’ – any other relevant details <p>(any four)</p>	
			<p>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	<p>[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]</p> <p>Value points:</p>	
(a)	(a)	(a)	– the thought of her mother’s impending death / losing her mother	1 mark
(b)	(b)	(b)	– sprinting trees, happy children coming out of their homes to enjoy themselves	1 mark
(c)	(c)	(c)	– she looked again at her mother’s face and experienced the old familiar ache (the fear of losing her mother, she turned her gaze again to her mother’s pale wan face; the thought of her impending death came to her mind again	2 marks
OR				
(a)	(a)	(a)	– map of the world displayed on the classroom wall	1 mark
(b)	(b)	(b)	– these windows – windows of the classroom in the slum – their world – world of slum (pathetic living conditions)	2 marks
(c)	(c)	(c)	– dark / bleak / hopeless / cheerless / no hope / uncertain	1 mark
8	8	8	<p>Short answer type questions (Poetry) Distribution of marks:</p> <p>Content:</p>	1 mark
			<p>Expression (deduct ½ a mark for two or more grammatical/spelling mistakes)</p>	1 mark

			Value points:	
(a)	(a)	(a)	– governor, inspector and visitors; to come to the rescue of the slum children appeals to take them out of the slum and show them the outside world / save them from their miserable condition	2 marks
(b)	(b)	(b)	– silence will give us time to think, to introspect, evaluate our actions and act more responsibly	2 marks
(c)	(c)	(c)	– through her art / by knitting tigers on the panel which symbolise freedom, strength and chivalry	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)	–	–	– repeated floods swept away their fields and homes leaving them on the verge of starvation; came to India for better living conditions / livelihood opportunities	2 marks
–	(a)	–	– to become motor mechanic; yes, he has a strong determination; wants to improve his living condition	2 marks
–	–	(a)	– study of French language prohibited; German made mandatory in all schools in Alsace and Lorraine /unexpected development	2 marks
(b)	–	–	– “Vive La France!”; long live France	2 marks
–	(b)	–	– to ask for shelter for the night; the Crofter treated him kindly; offered him shelter in his cottage; gave him food; also played cards with him and smoked tobacco	2 marks
–	–	(b)	– YMCA pool was safe – only two or three feet deep at the shallow end, nine feet deep at the other end, the drop was gradual – close to his residence	2 marks
(c)	–	–	– his experience at the beach in California when he was a kid; waves knocked him down and swept over him; when a big boy pushed him into YMCA pool	2 marks
–	(c)	–	– the village people – Old Hauser, the former Mayor, the former postmaster and several others why – thanking the teacher for his forty years of faithful service – showing their respect for the country that was theirs no more	2 marks
–	–	(c)	– a famous young Irish football player; played for the Limited / family was fond of watching football matches / hero worship by the adolescent girl	2 marks

(d)	–	(d)	– world full of temptations like a rattrap – offered riches and joys, shelter and food, heat and clothing; when someone was tempted to touch them it would close in on him and then everything came to an end	2 marks
–	(d)	–	– Jansie is practical, down to earth – Sophie – a dreamer; has high dreams; fantasizes	2 marks
(e)	–	–	– ordered fifty diamond rings from a jeweller in Calcutta and sent them to the British official's wife / by bribing the British officer's wife	2 marks
–	(e)	–	– wanted to fulfil his vow of killing one hundred tigers – had succeeded in killing only 70 when tigers became extinct in Pratibandapuram – wanted to get married to a girl from a royal family of a kingdom with a large tiger population	2 marks
–	–	(e)	– Evans was considered a pleasant sort of chap by the prison authorities – was good at imitations – congenital kleptomaniac – wanted to sit for examination to use the opportunity to escape from the prison – was known as 'Evans the Break' because he had escaped from the prison thrice (any two)	2 marks
(f)	–	–	– Jo wants the wizard to refuse to change the skunk's smell / to hit mommy on her head / a happy ending of the story / Roger skunk enjoying the smell of the rose and being acceptable as a friend to all other animals	2 marks
–	(f)	–	– wanted to teach a moral lesson to his daughter that parents are always right / parents know what is best for their children	2 marks
–	–	(f)	– Lamb helps Derek overcome his sense of inferiority – advises him not to pay too much attention to what others thought about him; to open up his heart to let love enter / to celebrate life and its wonders – brings about a positive change in Derek's attitude – Mr Lamb got the company of Derek to enjoy more often	2 marks
(g)	(g)	–	– both women came from marginalised communities, victims of discrimination, protested against injustice, scarred by social injustice in early childhood, both became writers and used their education to fight against discrimination and injustice	2 marks
–	–	(g)	– tiger population in his kingdom faces extinction – wanted to marry a princess whose father's estate had a large tiger population	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 Value points:	1 mark 1 mark
			<ul style="list-style-type: none"> – Gandhiji’s campaign to provide justice to the sharecroppers of Champaran – got unstinted support of the common man, his followers and other leaders – moral courage to fight injustice – leadership qualities – organisational abilities – thorough investigation of the problems – rational arguments – charismatic personality <p style="text-align: center;">(any three)</p>	
			OR	
			<ul style="list-style-type: none"> – Dr Sadao’s dilemma – whether to save the wounded enemy or hand him over to the authorities – fulfils his duty as a doctor by saving the patient and his duty as a patriot by informing the General about the enemy soldier – the General forgets his promise to have the enemy assassinated – Dr Sadao helps the white man escape to safety <p style="text-align: center;">(any three)</p>	
11	11	11	Distribution of marks: Content:	3 marks
			Expression [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style Value Points:	1 mark 1 mark
			Value based question <ul style="list-style-type: none"> – compassion for the oppressed – will to fight against injustice – courage – raise our voice for the underprivileged – work for social and economic changes <p style="text-align: center;">(any three)</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 (3 marks) grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style Value Points:	1½ marks 1½ marks
			Ferocious / supernatural look – enormous coal black hound, fire burnt from its open mouth, eyes glowed with a smouldering glare, its muzzle and hackles (fur) and dew lap (mouth) were outlined in flickering flame The Myth – people remembered the legend of Hugo Baskerville – had seen the hound moving on the moor – had heard loud, growling, frightening sound – how Sir Charles was killed – how Seldon was killed – how Sir Henry was attacked by the hound The hound was a part of Stapletons’s evil design to eliminate Sir Charles and Sir Henry in order to claim the Baskerville property (any other relevant details from the novel)	
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:	
			– son of Rodger Baskerville – married Garcia of Costa Rica – a vicious greedy man – criminal past; stole large sums of public money – changed his name and fled to Yorkshire – tried to run a school; failed – changed his name to Stapleton and moved to Devonshire – move to Devonshire planned to do away with Charles and Henry Baskerville and inherit the Baskerville fortune – any other relevant details	