

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)

MARCH 2019

MARKING SCHEME

ENGLISH ELECTIVE (C) (101)

GENERAL INSTRUCTIONS

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. Even a small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 day mission for all of us. Hence, it is desired from you to give your best in this process.**
2. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and are innovative may be assessed and marks be awarded to them.**
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left-hand margin and encircled.
5. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
6. If a student has attempted an extra question, answer of the question, deserving more marks should be retained and other answer scored out.
7. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
8. A full scale of marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

9. 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.
10. 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.
11. Every examiner should stay full working hours i.e. 8 hours every day and evaluate 25 answer books.
12. Avoid the following common types of errors committed by the Examiner in the past:-
 - Leaving answer or part thereof unassessed in an answer book.
 - Giving more marks for an answer than assigned to it.
 - Wrong transfer of marks from the inside pages of the answer book to the title page.
 - Wrong question wise totalling on the title page.
 - Wrong totalling of marks of the two columns on the title page.
 - Wrong grand total.
 - Marks in words and figure not tallying.
 - Wrong transfer of marks from the answer book to online award list.
 - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should not merely be a line. Same is with the X for incorrect answer.)
 - Half or part of an answer marked correct and the rest as wrong, but no marks awarded.
13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) Marks.
14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.
15. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
16. As per the order of the Hon'ble Supreme Court, the candidates are now permitted to obtain photocopy of the Answer Book on request on payment of the processing charges.
17. Q1 under Section A (Reading) and Q8 under Section C (Literature) have been designed to test students' ability to comprehend the given lines / passage. As such, the examinees need not be unnecessarily penalised for language errors.

18. 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.
19. Wherever the word limit is given, no marks be deducted for exceeding it. However, due credit should be given for precise answers.
20. Any unassessed portion, non-carrying over of marks to the title page or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.

[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 must conduct a mock evaluation exercise on the first day of evaluation to ensure that the evaluation has been carried out as per the norms and instructions of CBSE. Formal evaluation is to begin from Day-2 (group evaluation) only after ensuring that there is no significant variation in the marking of evaluators, as per the exercise carried out during mock evaluation.

	SECTION A (READING)	TOTAL MARKS 20
1	COMPREHENSION PASSAGE	10 MARKS
	<p>The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions.</p> <p>Please do not hesitate to award full marks if the answer deserves it.</p>	
	<p>Objective: To identify and understand main parts of the text.</p> <p>Note:</p> <ul style="list-style-type: none"> -No penalty for spelling and grammatical errors -Full marks to be awarded if a student has been able to identify the core ideas. -If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. -Accept any other answer equivalent in meaning to the answers given below. 	
1.1 (a)	Space travel for recreational or leisure purposes	1 mark
(b)	hotels would be built on the moon by the year 2000/families would go for a holiday on the moon in the 21 st century	1 mark
(c)	Space Adventures	1 mark
(d)	American businessman, Dennis Tito	1 mark
(e)	-space ports are being constructed -to make it more affordable, suborbital space travel is being considered	1 mark
(f)	can speed up the process of global warming / ozone layer would be damaged further and the polar regions would suffer / only a possibility for the super-rich (any two)	$\frac{1}{2} + \frac{1}{2} = 1$ mark
1.2 (a)	(ii) relaxation	1 mark
(b)	(i) reasoned	1 mark
(c)	(iv) assist	1 mark
(d)	(iii) course	1 mark
2 (a)	NOTE MAKING	10 marks
	<p>Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.</p>	
(a)	<p>Distribution of Marks</p> <p>Title</p> <p>Abbreviations /Symbols (with / without key) – minimum four</p> <p>Content (minimum 3 headings and subheadings, with proper indentation and notes)</p>	<p>1 mark</p> <p>1 mark</p> <p>4 marks</p>

	<p>IMPORTANT INSTRUCTIONS</p> <p>The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>	
	<p>Note:</p> <ul style="list-style-type: none"> • If a student has attempted only the summary or the notes, due credit should be given. • 1 mark allotted for the title to be given if the student has written the title either in Q.2(a) or Q.2(b) 	
	Title: HYPERTENSION / HIGH BLOOD PRESSURE	
	<ol style="list-style-type: none"> 1. Causes of High Blood Pressure and its effects <ol style="list-style-type: none"> 1.1 unhealthy increase in BP 1.2 narrow arteries increase resistance to flow of blood <ol style="list-style-type: none"> 1.2.1 high BP can cause heart disease 2. Symptoms of hypertension-silent condition <ol style="list-style-type: none"> 2.1 headache 2.2 shortness of breath 2.3 nose bleed 2.4 dizziness 2.5 chest pain <ol style="list-style-type: none"> 2.5.1 could be fatal 3. Types of hypertension <ol style="list-style-type: none"> 3.1 primary hypertension <ol style="list-style-type: none"> 3.1.1 no particular cause 3.1.2 factors-genes/physical changes/environt 3.2 secondary hypertension <ol style="list-style-type: none"> 3.2.1. caused by side effects of medication / 3.2.2 consumption of alcohol / drugs 3.2.3 adrenal gland prob. 3.3 more severe than prim. hypertension 4. Diagnosis of hypertension <ol style="list-style-type: none"> 4.1 through blood pressure read'g. 4.2 urine / blood test / cholesterol screen / ECG / ultrasound 4.3 helps in identifying secondary issues 4.4 to assess the impact on other organs 4.5 early treatment reduces lasting damage 4.6 avoids complications of hypertension 	4 marks

	<p>5. Prevention</p> <p>5.1. heart healthy diet</p> <p>5.1.1 fruits, vegetables, whole grains etc</p> <p>5.2. exercise</p> <p>5.3. adequate sleep</p> <p>5.4. include stress reducing techniques</p> <p>5.4.1. deep breathing</p> <p>5.4.2. yoga</p> <p>5.4.3. tai chi</p>																
	<p>Suggested abbreviations / Key:</p> <table border="1"> <tr> <td>BP</td><td>-</td><td>Blood Pressure</td></tr> <tr> <td>environ't</td><td>-</td><td>environment</td></tr> <tr> <td>probs</td><td>-</td><td>problem</td></tr> <tr> <td>read'g</td><td>-</td><td>reading</td></tr> <tr> <td>prim.</td><td>-</td><td>primary</td></tr> </table>	BP	-	Blood Pressure	environ't	-	environment	probs	-	problem	read'g	-	reading	prim.	-	primary	
BP	-	Blood Pressure															
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	<p>Note: 1. Any other suitable abbreviations should be accepted.</p> <p>2. No student to be penalised if a key to abbreviations is not given separately.</p>																
2 (b)	<p>SUMMARY</p> <p>Objective: 1. To expand notes (headings and subheadings) into a summary in 80 words.</p> <p>2. To test the ability of extraction.</p>	4 marks															
	<p>Distribution of Marks</p> <p>Content</p> <p>Expression</p> <p>Note: The summary should cover all the important points in the notes.</p>	<p>3 marks</p> <p>1 mark</p>															
	SECTION B: (WRITING AND GRAMMAR)	40 marks															
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.																
3	DECLINING AN INVITATION	4 marks															
	Objective: To use an appropriate style to express inability to accept an invitation / to decline an invitation																
	FORMAT- Sender's Address, Date, Receiver's Address (optional), Salutation, Subject, Complementary close	1 mark															
	Content	2 marks															
	Expression Grammatical accuracy and correct spelling	1 mark															

	Suggested value points <ul style="list-style-type: none"> - thanking for the invitation - mentioning date and time - reason for declining - wishing them success/ best wishes Note- Due credit to be given to a student who has replied in first person format or third person format.	
	OR	
	NOTICE: INCREASE IN MEMBERSHIP FEE AND CHANGE IN TIMINGS Objective: To draft a notice using an appropriate style and format	4 marks
	Format The format should include: Name of the organization / Name of the institution, the word "NOTICE", HEADING, DATE, and WRITER' S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box	1 mark
	Content	2 marks
	Expression : Coherence and relevance of ideas, grammatical and spelling accuracy	1 mark
	Title – Fee increase and change in timings Suggested value points <ul style="list-style-type: none"> - informing members about fee increase and date - change in gym timings - effective from - reason for the changes (optional) Any other	
4.	LETTER WRITING	6 marks
	JOB APPLICATION: MARKETING REPRESENTATIVE	
	Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	Format <ol style="list-style-type: none"> 1. sender's address 2. date 3. receiver's address 4. salutation 5. subject 6. complementary close 7. sender's signature / name 	1 mark

	Content	3 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (1) Coherence and relevance of ideas and style (1)	2 marks
	Suggested Value Points covering letter <ul style="list-style-type: none"> - reference to the advertisement - suitability for the post - personal qualities Bio-data <ul style="list-style-type: none"> - Profile of self (name, father's name, mother's name, age, sex, marital status, dob, email- id, contact number) - Educational qualifications - Achievements - References (two) Any other relevant information	
	OR	
	LETTER TO THE EDITOR: ROLE OF EVENTS LIKE MARATHONS SPREADING AWARENESS	
	Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	Format	1 mark
	Suggested Value Points: For: <ul style="list-style-type: none"> - spreading awareness of social and health issues - creating a sense of community - emulating them as role models - positive role played by media Against: <ul style="list-style-type: none"> - people crowd around to see the celebrities - media hype dilutes the cause - no clear understanding of the issue - turns out to be just an entertainment - common man not involved Suggestions: <ul style="list-style-type: none"> - must follow it with an action - involve common man - role of Government / NGO Any other relevant point	

5	REPORT WRITING: BOOK WEEK	10 marks
	Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	
	Format: Heading, name of the writer	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (2.5 marks) Coherence and relevance of ideas and style (2.5 marks)	5 marks
	<p>Suggested Value Points</p> <ul style="list-style-type: none"> - What, where, when - Inaugural ceremony - Details of the book week-activities <ul style="list-style-type: none"> o book marking o book exchanges o famous authors invited o book exhibition o Newspaper designing o interaction with famous authors - eye witness' account - people present - Closing ceremony <p>(Any other relevant point)</p>	
	OR	
	SPEECH WRITING: CYBER CRIME	10 marks
	Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	
	Format: Greeting, Introduction of self, thanks	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	<p>Suggested Value Points</p> <p>Concerns:</p> <ul style="list-style-type: none"> - could be at risk of illegal activity or abuse, bullying, fraud etc. - people on the net aren't always what they seem - hacking/ morphing/ phishing/ identity theft/ cyber-stalking - online child abuse 	

	Tips: When online <ul style="list-style-type: none"> - don't give out personal information - don't send pictures of yourself to anyone - don't open emails or attachments from unknown sources - no online friendship with people you don't know - never arrange to meet someone in person whom you met online - handle social media cautiously - if anything you see or read online worries you , tell someone/ inform your parents Any other relevant points	
6	ARTICLE WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: Title / Heading and name of writer	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Title –CLEAN INDIA : A REALITY Suggested Value Points Problems (cause and effect) <ul style="list-style-type: none"> - lack of civic sense - lack of awareness - lack of enough toilets - lack of commitment of civic authorities - bad garbage disposal practices Suggestions <ul style="list-style-type: none"> - volunteer for cleanliness drive - create awareness by involving public - monitor solid waste - mobilise youth power - create awareness of three R's-Reduce, Reuse, Recycle (Any other relevant details)	
	OR	

	Title –ROLE OF NEWSPAPERS AND JOURNALISTS	
	Suggested Value Points Role of newspaper <ul style="list-style-type: none"> - Newspaper covers social , political , entertainment, sports and other issues - Provides information - Voice of common man - Instrument of change Good journalist <ul style="list-style-type: none"> - Known for integrity of character - Needs to be authentic, objective, reliable and responsible - reports only authentic views - give examples of the above(optional) - (Any other relevant point)	
7 (a)	REARRANGING Objective: To rearrange words and phrases into meaningful sentences	3 marks (1x 3)
	(i) She glanced at the speedometer. (ii) Suddenly she put her foot down on the accelerator. / She suddenly put her foot down on the accelerator. / She put her foot down on the accelerator suddenly. (iii) The car responded and the needle reached sixty.	1 mark each
7 (b)	DIALOGUE WRITING: INTERVIEW WITH EXPERT DR. ANSARI ON TIGER CONSERVATION Objective: To understand the context and construct meaningful dialogue. Marking: ½ mark for each correct dialogue provided it is accurately and appropriately expressed. . Note: The input need not be in question and answer form but could also be observation and response. Any logical use of input in three exchanges should be awarded marks even if a few point of inputs are left out. The dialogue can be interrogative or affirmative. (Any three or more grammatically correct exchanges with the use of clues provided or beyond)	3 marks (1/2x6=3)
	Sample Dialogue Q.: What kind of threat do the tigers face? A.: Poaching and deforestation are the main threats. Q.: How do you think we can save tigers? A.: We should protect their habitat and safeguard them from poachers.	

	<p>Q.: What is the common man’s role?</p> <p>A.: The common man’s role is to create awareness so that no one will buy animal products made from tiger body parts.</p>											
7 (c)	<p>EDITING</p> <p>Objective: To use grammatical items correctly.</p> <p>Marking: 1 mark each</p> <p>Note:</p> <ul style="list-style-type: none">- If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded.- If only the correct words are given, marks should be awarded. <table><tr><td>ERROR</td><td>CORRECTION</td></tr><tr><td>(i) be</td><td>became</td></tr><tr><td>(ii) much</td><td>very</td></tr><tr><td>(iii) get</td><td>got</td></tr><tr><td>(iv) stumbling</td><td>stumbled</td></tr></table>	ERROR	CORRECTION	(i) be	became	(ii) much	very	(iii) get	got	(iv) stumbling	stumbled	4 marks
ERROR	CORRECTION											
(i) be	became											
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	SECTION C: LITERATURE	40 marks										
8	<p>Choose any two of the extracts given below and answer the questions that follow.</p> <p>Reference to Context</p> <p>Under Section C (Q.8), questions have been designed to test a student’s understanding of the poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.</p> <p>Objective: To test students’ comprehension of poetry-local, global, interpretative, inferential and evaluative.</p> <p>Value Points:</p>	10 marks										
8(a)		$\frac{1}{2} + \frac{1}{2}$ mark										
(i)	The Darkling Thrush by Thomas Hardy											
(ii)	century’s corpse stretched out for burial / outleant	1 mark										
(iii)	lamenting death of the century gone by	1 mark										
(iv)	Fervourless / dejected / depressed / despondent	1 mark										
(v)	metaphor -century’s corpse	$\frac{1}{2} + \frac{1}{2}$ mark										
8(b)		1 mark										
(i)	soldiers who have returned from the war/survived the war/ survivors											

(ii)	shock and strain have caused stammering and disconnected talk but they will be longing to go again into the battlefield	1 mark
(iii)	reduced to young boys who are scared and have to learn to walk again	1 mark
(iv)	Horrible scene of war/ friends they saw killed/ghosts of friends who died	1 mark
(v)	Survivors by Siegfried Sassoon	$\frac{1}{2} + \frac{1}{2}$ mark
8(c)		
(i)	Autumn/ Lady Autumn	1 mark
(ii)	patiently watching the last oozeings of the apple juice	1 mark
(iii)	misses the music of spring and asks where they have disappeared	1 mark
(iv)	there is music in the season of autumn too	1 mark
(v)	Ode to Autumn by John Keats	$\frac{1}{2} + \frac{1}{2}$ mark
9	Answer any one of the following questions in 50 to 60 words. Objective: To test students' comprehension of drama-local and global	4 marks
	Content Expression	3 marks 1 mark
9 (i)	<ul style="list-style-type: none"> - made fun of the situation - called it stuff and nonsense - said that the paw was as stiff as a bone - laughed and said that he would find the cash tied up in the middle of the bed and find a monkey hanging by its tail seeing Mr White count the sovereign 	
9 (ii)	<ul style="list-style-type: none"> - about a parcel - Lord Weston thought it was an infernal machine to assassinate him - tried to defuse it by immersing it in a pail of water - when he realized there was not enough water to submerge the package, he told Roger to bring more water from the bowl of daffodils - kept the infernal machine floating by placing some books on top of it and finally managed to submerge it 	
9 (iii)	<ul style="list-style-type: none"> - that fate ruled people's lives - No - first owner wished for his own death - Sergeant also had a bad experience - White's simple wish of 200 pounds was granted but at the cost of their only son's death 	

10	Answer any two of the following questions in 80 – 100 words each. Objective: To test students' ability to comprehend prose-local and global	
10 (a)	Content Expression	2 x 5 = 10 marks 3 marks 2 marks
(i)	<ul style="list-style-type: none"> - by touching his father's feet as soon as he learns that he has stood first in the exams - tends to his mother on her death bed - leaves his successful career in the US to return to his home town - marries a girl of his mother's choice - takes care of his ailing father in his old age - tends to his daily needs 	
(ii)	<ul style="list-style-type: none"> - one should look at the past with sympathy and with understanding. - to understand a person who lived long ago, one has to understand his environment, the conditions under which he lived, the ideas that filled his mind. - absurd to judge past people as if they lived now and thought as we do 	
(iii)	<ul style="list-style-type: none"> - ambition a mental stimulus to work - desire for approval and be recognised is constructive - binding power of society - but the desire to be recognized as better and stronger than others can lead to excessive egoistic mental state which is harmful to both individual and community 	
(iv)	<ul style="list-style-type: none"> - according to the beggar, a dream is what one wants most in life Advice <ul style="list-style-type: none"> - work towards it, move towards it all the time - discard all things that come in the way - be perseverant - don't expect too much too quickly - after achieving it don't become careless or take things for granted - don't take away another person's dream, room, faith or song (Any four)	

10 (b)	Answer any one of the following questions in 120-150 words. Content Expression	6 marks 4 marks 2 marks
(i)	<ul style="list-style-type: none"> - to fulfil Suzanne's condition of marrying a better actor - both Robichon and Quinquart equally skilled comedians, audience loved them equally - if the public was to be the judge they would have to wait endlessly , therefore needed to exhibit their talent in a serious role - after Robichon impersonated Jacques Roux and managed to dupe the audience successfully, Quinquart impersonated Marquis and duped Robichon himself and won 	
(ii)	<ul style="list-style-type: none"> - sweet reminiscences help the author go back into the happy and blissful world of his childhood. - world hardly existed beyond garden gate - he experiences infinite peace of childhood. - reminds him of springs, humming insects and flowers - the noise of insects echoed the rhythm and million fold chorus of life-- time when nature is the child's chief toy, a world overflowing with kindness - the enchantment is over as man has destroyed nature in his greed for more – there are no gardens with flowerbeds but stuffy rooms and a mechanical life. - reality weighs heavy on him; fully stressed out and full of problems - world becomes a problem, a rundown machine exhausted and depleted <p>(Any four)</p>	
(iii)	<ul style="list-style-type: none"> - Anne felt that Marian liked to play by herself - felt that she shrank away from the children and could not play their games properly - feared their laughter and thought they were laughing at her - she did not understand their jolly, slangy conversation - later explained to Freda that she would get tired of her soon and that Marian would end up thinking she didn't like her <p>(Any four)</p>	

11	Answer any one of the following questions in 150 – 200 words Distribution of Marks: Content Expression Value Points:	10 marks 6 marks 4 marks
(i)	<ul style="list-style-type: none"> - Silas became a victim of his friend William Dane's conspiracy - declared guilty - suspended from church membership - lost faith in God and humanity - completely ruined - Sarah- his friend deserted him 	
(ii)	<ul style="list-style-type: none"> - Silas' obsessive love for gold brings lustful desire for possessing gold coins - devastated when robbed - finds Eppie - decided to bring her up - experienced eternal happiness - role of love in regeneration Godfrey Cass <ul style="list-style-type: none"> - abandons Molly and his own child/ a moral coward - intent on marrying Nancy - no internal peace - weak willed to confess - after 18 years wants to claim Eppie - snubbed by her - man of wealth and status but inwardly unhappy 	
(iii)	<ul style="list-style-type: none"> - A brilliant scientist but overambitious - invented a way of becoming invisible - became too involved in his extraordinary experiments and kept them a secret - drove his own father to death when he ran out of money (reference to instances of his wickedness and cruelty) - spread a reign of terror - destroyed the peaceful harmony of Iping - was antisocial, devoid of human values - no remorse for his actions or for the crimes he committed - paid heavy price for using science without humanity for his own selfish ends - robbery at vicarage - violent behaviour with the people of Iping - exploited Marvel for his own benefits 	

(iv)	<ul style="list-style-type: none">- story revolves around Griffin's inventions that helped him to become invisible- each episode describes the effort of Griffin to accomplish his dream- brilliant but overambitious scientist- novel opens with his appearance in ' Coach and Horses' and the curiosity and commotion he created in Iping- encounter with Marvel- commits burglary, thefts and murder- his plan to unleash a reign of terror- obsession with invisibility- his pleasure in terrorizing the villagers	
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