

SENIOR SCHOOL CERTIFICATE EXAMINATION

MARCH 2010

MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
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 FOR DIFFERENT PARTS OF THE QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND CIRCLED ON THE LEFT HAND MARGIN OF THE ANSWERS.
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 A MANDATORY REQUIREMENT.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS 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 IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA-QUESTION, ANSWER OF THE QUESTION 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 ARE NOT TO BE UNNECESSARILY PENALISED FOR 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 WEAKNESSES BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING THE WORD LIMIT. 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 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 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. A FULL SCALE OF MARKS - 0 TO 100 IS TO BE USED. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.

[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 THAT HAS NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVE HIS OR HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS A BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO GO THROUGH ALL THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATOR. THE FINAL DECISION IN THIS REGARD, HOWEVER, RESTS WITH THE HEAD EXAMINER ONLY.

SUGGESTED VALUE POINTS

SECTION A: READING

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)	<ul style="list-style-type: none"> - highly self – directed / progressive - alive to the sense of her dignity - aware about the importance of her functions in domestic and public domains - rational in approach - careful in handling situations - desire to do things as best as possible <p style="text-align: center;">(any two)</p>	2 marks
(ii)	(ii)	(ii)	<ul style="list-style-type: none"> - enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment 	2 marks
(iii)	(iii)	(iii)	<ul style="list-style-type: none"> - prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women - negative attitude towards sending girls to schools - early marriage, poverty, illiteracy of parents, restrictions on their mobility - deep foundation of inequality of sexes <p style="text-align: center;">(any two)</p>	2 marks
(iv)	(iv)	(iv)	<ul style="list-style-type: none"> - women's political empowerment got a big boost - 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country. <p style="text-align: center;">(any one)</p>	2 marks
(v)	(v)	(v)	<ul style="list-style-type: none"> - educational system / socialisation process 	1 mark
(b)(i)	(b)(i)	(b)(i)	oppressive /exploitation	1 mark
(ii)	(ii)	(ii)	eradicate	1 mark
(iii)	(iii)	(iii)	populous	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 if a student has written the title either in Q2(a) or Q2(b) part • Min. 3 main headings and 3 sub-headings to form content 	

			<p>The notes provided below are only guidelines. Any other title, main points and sub-points should 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> (In such cases $\frac{1}{2}$ -1 mark may be deducted from marks allotted to content)</p> <p>Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	<p>NOTE MAKING Distribution of Marks Abbreviations / Symbols (with /without key) – any four Title Content (minimum 3 headings and sub-headings, with proper indentation and notes)</p>	<p>1 mark 1 mark 3 marks</p>
			Suggested Notes	
			Title: Cold / Common Cold / Common Cold – A Menace / any other suitable title	
			<p>1 The Problem of common cold / What is common cold? 1.1 catching cold – common / commonest of all ailments 1.2 diff. to control / occurs repeatedly / caught frequently / one suffers time and again 1.3 med. sc. has failed to find cure / not much done to solve it</p> <p>2 Causes / Causes and areas affected 2.1 no. of viral infect'ns 2.2 spread by family of viruses / rhinoviruses are responsible 2.3 affects lining of nose 2.4 affects other passages leading to lungs 2.5 viruses for many colds still not isolated</p> <p>3 Virus research / Difficulty in controlling common cold virus 3.1 viruses can't be seen with ord. microscope 3.2 diff. to cultivate in bacteriologist's lab / can't be cultivated in labs. 3.3 can't be isolated 3.4 tissue culture has led to discovery of many viruses 3.5 attacks surface cells ∴ dif. to oppose 3.6 immunity from one does not guarantee against others</p> <p>4 Techniques of tissue culture 4.1 a recent step 4.2 has aided virus research 4.3 bits of animal tissues enabled to live indep'tly of the body 4.4 led to discovery of unknown / unsuspected viruses</p>	

			5 Immunity to cold 5.1 no immunity 5.2 viruses attack cells on the surface 5.3 many types of viruses – hence no protection	
(b)	(b)	(b)	Summary The summary should include all the important points given in the notes. Content Expression	2 marks 1 mark
			SECTION B: ADVANCED WRITING SKILLS	
			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	ADVERTISEMENT	
			Content	3 marks
			Expression	2 marks
			Suggested value points (SITUATION VACANT – SOFTWARE ENGINEER) – advertiser – post advertised – qualifications (essential / desirable), work experience – age, salary, last date for applying (mode of applying) – address, tel. nos., email – address (due credit should be given for economy of words used)	
			OR	
			NOTICE	
			Format The format should include: 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 (SALE OF OLD SPORTS GOODS) – day, date, time, venue of sale – sports items for sale (category) – condition of the items, etc – whom to contact	

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
			Suggested value points: (LOSS OF LIFE AND PROPERTY IN MASSIVE FIRE / any other suitable heading) - what, when, where, how, why (whichever applicable) - the tragedy - help rendered by students - any other relevant details	
			OR	
			Suggested value points (SEMINAR ON CONSERVATION OF WATER) - what, when, where, how / why (whichever applicable) - participants - issues discussed - action plan prepared / resolutions adopted - highlights of the programme - any other relevant details	
-	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
			Suggested value points: (MEDICAL CAMP FOR SWINE FLU SCREENING / any other suitable heading) - what, when, where, how, why (whichever applicable) - medical camp – purpose and facilities - who all benefited from it - success of the camp - any other relevant details	
			OR	

			<p>Suggested value points (INDIA'S TALENT)</p> <ul style="list-style-type: none"> - what, when, where, how / why (whichever applicable) - programme put up by the disabled children - motivation to participants as well as viewers - need to promote such TV programmes - any other relevant details 	
-	-	4	FACTUAL DESCRIPTION	
			Title	1 mark
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]</p>	5 marks
			<p>Suggested value points (NEIGHBOURHOOD PARK)</p> <ul style="list-style-type: none"> - location - size - ambience / landscape - maintenance - attractive features - greenery, flowers, trees, fountains, rockeries etc. - activities carried out there - jogging, morning walk, yoga, pranayam, picnic, games, social meetings - people frequenting it - children, adults and the old - any other relevant details 	
			OR	
			REPORT WRITING	
			Format	
			1. title, reporter's name	1 mark
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]</p>	5 marks
			<p>Suggested value points: (VAN MAHOTSAVA AND ENVIRONMENT PROTECTION WEEK / any other suitable heading)</p> <ul style="list-style-type: none"> - what happened, when, where, how / why (whichever applicable) - organised by - inaugurated by - invitees - activities performed - any other relevant details 	

5	5	5	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.]	
			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 grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]	4 marks
			(POOR BUS SERVICE) Suggested Value Points Problems faced - poor bus service – adversely affecting the lives of residents - colony far from the main city - long wait / few buses frequenting the area / at times don't even stop - buses overcrowded - boarding not safe - school children, office goers worst affected - money wasted on autos, taxis for commuting Possible solutions - improving bus service - increasing no. of buses - repeated pleas and requests to the transport dept / corporation - no relief - any other relevant details	
			OR	
			(RESERVATION OF A RAILWAY BOGIE) Suggested Value Points - purpose of writing the letter / request - train no. and name - class (AC/ non AC), no. of berths needed / size of group - starting point / destination - date of onward journey / return journey - request for student concession - amount to be paid - confirmation - any other relevant details	

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
			Suggested Value Points (PRICE RISE OF ESSENTIAL COMMODITIES / any other suitable title) <ul style="list-style-type: none"> - the problem of price rise / alarming rise in prices of essential commodities - causes and effect - hardships faced by common man - poor people worst affected - family budgets badly affected - any other relevant details measures to curb the problem <ul style="list-style-type: none"> - improving the production / importing essential commodities - improving the Public Distribution System (PDS) / fair price shops, Kendriya Bhandars, Safal outlets, etc. - checking hoarding and black marketing - any other relevant details 	
			OR	
			Suggested Value Points (MORE WOMEN IN POLICE FORCE / WOMEN AND POLICE FORCE / any other suitable title) the problem – fewer women in police force the need – more women needed to join the police force <ul style="list-style-type: none"> - screening of women terrorists becomes easier - more sensitive to the needs of the public - to keep them away from the influence of anti-social groups - to provide decent employment the solution <ul style="list-style-type: none"> - more encouragement, better salary and better incentives - easy process of recruitment - empowerment through recruitment - creating awareness through campaigns - conducive environment in police forces - any other relevant details 	

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
	Suggested Value Points (FREE EDUCATION TO GIRLS / GIRL EDUCATION / AWAKENING OF WOMEN/ any other suitable title)	
	<ul style="list-style-type: none"> - half of population comprises women - treated as second rate citizens - deprived of basic education - govt. has introduced new and effective policy – free education - new programme – scholarship to single girl child - proves instrumental in improving their status - parents encouraged to send them to school as no financial burden on them - change in social mindset - understand the importance of education - realisation – education will bring them better jobs, earn respect in society - any other relevant details 	
	OR	
	Suggested Value Points (IMPACT OF ADVERTISEMENTS / IMPACT OF ADVERTISEMENTS ON YOUNGER GENERATION / any other suitable title)	
	<ul style="list-style-type: none"> - what are advertisements / commercial value - who all promote - how (diff. media – newspaper, TV, radio, etc) - impact <ul style="list-style-type: none"> • negative <ul style="list-style-type: none"> - deceptive - promotes consumerist culture - makes people spendthrift / careless with money - impulsive buying - vulgarity • positive <ul style="list-style-type: none"> - informs people about a new product or service - enables them to make judicious choices - any other relevant details <p>(note: both positive and negative impact or a mix of the two may be accepted)</p>	

-	-	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
			Suggested Value Points (CRUMBLING JOINT FAMILY SYSTEM / EROSION OF VALUES / any other suitable title) <ul style="list-style-type: none"> - India richest treasure house of culture and values - new era of transformation - joint family system rarely visible/ nuclear families taking over - elderly people living alone / sent to old age homes - tenets of tolerance, spiritualism, self-discipline seem to be swept by the tide of time - mechanical attitude - technical progress making life comfortable but emotions being compromised with - elders are neglected, abused, discarded - youngsters must realise elders are assets: their wisdom and experience benefit the younger generation - they are roots: not to be uprooted - respectable place to remain constant - any other relevant details 	
			OR	
			Suggested Value Points (PRESENT DAY YOUTH – A WORRIED LOT / any other suitable title) causes <ul style="list-style-type: none"> - worry about career, competition to enter vocational / professional colleges – peer pressure, parental pressure - consumerist culture – promoting materialism - tuitions and coaching centres – stress / no free time - result – nervous breakdown; in extreme cases – suicides - any other relevant details Solutions <ul style="list-style-type: none"> - change in education system / more realistic syllabus - new / more career options - promoting vocational education - freedom of choice - promoting value education - learn the dignity of labour / not to go for only white collar jobs 	

			<ul style="list-style-type: none"> - some adventurous activities to break the monotony of daily routine - yoga, pranayama - cultivating hobbies - parental counselling - any other relevant details 	
			SECTION C: LITERATURE (TEXT BOOKS)	
			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.	
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)	<ul style="list-style-type: none"> - keeping still / keeping quiet - not speaking in any language - not moving our arms so much - taking a break from all senseless activities - without rush / without engines - stillness / togetherness <p style="text-align: center;">(any one)</p>	1 mark
(b)	(b)	(b)	<ul style="list-style-type: none"> - to everybody (humanity) - to us / to the readers - to those engaged in destructive activities <p style="text-align: center;">(any one)</p>	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> - exotic / without rush / without engines/ togetherness / sudden strangeness / stillness/ promoting harmony and brotherhood <p style="text-align: center;">(any two)</p>	2 marks
			OR	
(a)	(a)	(a)	<ul style="list-style-type: none"> - bright topaz denizens of a world of green - pacing in chivalric certainty - fearless - prancing across a screen <p style="text-align: center;">(any one)</p>	1 mark
(b)	(b)	(b)	<ul style="list-style-type: none"> - found mostly in forests / woods / green cover <p style="text-align: center;">(any one)</p>	2 marks
(c)	(c)	(c)	<ul style="list-style-type: none"> - fearless by nature / wild / ferocious / not real tigers (embroidered on the panel) / alternate reality <p style="text-align: center;">(any one)</p>	1 mark

8	8	8	Short answer type questions (Poetry) Distribution of marks: Content:	1 mark
			Expression (deduct $\frac{1}{2}$ mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	(a)	(a)	- trees seen from a moving car (theory of relativity) - trees young, mother old - contrast shown between young trees and old mother (figurative meaning also accepted) (any one)	2 marks
(b)	-	-	- sour cream walls / bleak / depressing / gloomy / pictures of Shakespeare, ships / sun / cities / scenery / flowers / Tyrolese valley (any two)	2 marks
-	(b)	-	- world of slums - world of narrow streets - world of poverty (any one) inaccessible world - world of rich / world outside the slums / green fields / open sky / world of books (any one)	2 marks
-	-	(b)	- slums are a blot on the map / blot out these slums from the map - no representation of the slums on the world map of big cities - map is blotted with all the misery associated with slums - the poverty and misery of the slum children (any two)	2 marks
(c)	(c)	(c)	- bower / flowery band / the sun / the moon / trees old and young / shady boon / daffodils / green world / clear rills / cooling covert / mid forest brake / fair musk rose / visual images / audio images / images of sense and smell (any two)	2 marks
(d)	(d)	(d)	- waiting for cars to stop to buy their wares (to earn money) - few cars stop / few buyers / endless wait	2 marks
9	9	9	Short answer type questions (Prose) Questions are to be answered in 30-40 words each.	

			Distribution of marks: Content:	1 mark
			Expression (deduct ½ mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	-	-	- commotion / noise / hustle and bustle / opening – closing of desks / lessons read out loudly / preoccupation of the teacher (any one)	2 marks
-	(a)	-	- sense of great relief changing into regret - had no special liking for French language - felt relieved that he would not have to learn participles and grammar rules of the language - felt sorry that M Hamel would go away forever - felt sorry for not having learnt the language - regretted that he had wasted his time instead of learning the language properly (any two)	2 marks
-	-	(a)	- the announcement by M Hamel (the French teacher) that it was their last lesson in French - the teacher told them he had been ordered to go away and a new German teacher would come in his place (any one)	2 marks
(b)	-	-	- planned to make a big jump after hitting the bottom, come to surface, lie flat on it and paddle to the edge of the pool	2 marks
-	(b)	-	- was initially hopeful that he would come up to the surface and swim to the edge of the pool - later got panicky and desperate to come out of the pool - felt suffocated, tried to yell but no sound came out, swallowed water, choked, legs felt like dead weights, felt that a great force was pulling him down (any two)	2 marks
-	-	(b)	- stark terror like a charge of great electricity seized him **** - felt alive as his eyes and nose were out of water - his limbs felt dead and unresponsive - later felt like being carried by tender arms – reminded of his mother (any one)	2 marks
(c)	(c)	(c)	- was accompanied by Raj Kumar Shukla, a small farmer - possibly Gandhi was dressed as a peasant / his clothes / his appearance / his simplicity (any one)	2 marks

(d)	(d)	(d)	<ul style="list-style-type: none"> - had the horror of the interviewer / never consented to be interviewed / didn't want to be lionised (any one) 	2 marks
(e)	(e)	(e)	<ul style="list-style-type: none"> - had told Geoff of her imaginary meeting with Danny Casey - expected him to keep the secret - knew Geoff would easily believe her - Jansie was nosy – would spread the word around (any two) 	2 marks
			<p>Q 10 & 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.]</p>	
10	10	10	<p>Distribution of marks: Content</p>	5 marks
			<p>Expression, grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]</p>	5 marks
			<p>Value points:</p> <ul style="list-style-type: none"> - inspite of their hard work and skill in bangle making they remain poor as the middlemen pocket all their profit - pathetic working conditions - dark hutments / dingy cells / without air and light - glass furnaces with high temperatures / losing eyesight at early age - stinking lanes / squalor / hovels / primeval living conditions (any five) 	
			OR	
			<p>life of the peddler</p> <ul style="list-style-type: none"> - poorly dressed, starving, lonely, tramp, wandered from place to place, making small rattaps with material begged from stores or big firms, begged and committed petty thievery, scared of the police <p>meeting with the old crofter</p> <ul style="list-style-type: none"> - the crofter's loneliness and hospitality <p>meeting with the Ironmaster and his daughter (Edla)</p> <ul style="list-style-type: none"> - father – ready to turn him out when his real identity was known 	

			<ul style="list-style-type: none"> - daughter treated him like a guest, offered him good food, clothes and shelter / treated him like the regimental officer as initially assumed by her father. - this treatment brought about a total transformation in the peddler – resolved to pull himself up, to live a life of respect and dignity <p style="text-align: center;">- (any five) -</p>	
11	11	11	Distribution of marks:	
			Content:	4 marks
			Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½]	3 marks
			Value Points:	
			<ul style="list-style-type: none"> - a high ranking British officer visited Pratibandapuram – wanted to shoot tigers and be photographed with them. Maharaja refused him permission to shoot tigers as he himself had resolved to shoot 100 tigers to prove the priest's predictions wrong and to ensure his own longevity - to appease the British officer, he sent 50 diamond rings specially designed by famous British company of jewellers in Calcutta, to the British officer's good lady. He expected them to keep one or two rings and send the rest back, they kept all the rings, he had to pay rupees three lakh but saved his kingdom 	
			OR	
			<ul style="list-style-type: none"> - helped Evans to know the name of the hotel and its location, also came to know about the exact time when the exam would start - helped Governor to put 313/217 together and with the six figure reference knew that Evans had escaped to Chipping Norton - the Governor could work out a plan to arrest Evans 	
12	12	12	Distribution of marks:	
			Content:	1 mark
			Expression (deduct ½ mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)			<ul style="list-style-type: none"> - maze of new doorways, stairs and corridors, long tunnels, very confusing entry and exit points <p style="text-align: center;">- (any one)</p>	2 marks