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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **16** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

## **ENGLISH (Core)**

*Time allowed : 3 hours*

*Maximum Marks : 100*

### **General Instructions :**

- This paper is divided into three sections : A, B and C. All the sections are **compulsory**.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*

**SECTION A — (Reading)**

**30**

**1.** Read the passage given below :

**10**

- 1 Every morning Ravi gives his brain an extra boost. We're not talking about drinking strong cups of coffee or playing one of those mind-training video games advertised all over Facebook. "I jump onto my stationary bike and cycle for 45 minutes to work," says Ravi. "When I get to my desk, my brain is at peak activity for a few hours." After his mental focus comes to a halt later in the day, he starts it with another short spell of cycling to be able to run errands.
- 2 Ride, work, ride, repeat. It's a scientifically proven system that describes some unexpected benefits of cycling. In a recent study in the Journal of Clinical and Diagnostic Research, scientists found that people scored higher on tests of memory, reasoning, and planning after 30 minutes of spinning on a stationary bike than they did before they rode the bike. They also completed the tests faster after pedalling.
- 3 Exercise is like fertilizer for your brain. All those hours spent on exercising your muscles, create rich capillary beds not only in leg and hip muscles, but also in your brain. More blood vessels in your brain and muscles mean more oxygen and nutrients to help them work. When you pedal, you also force more nerve cells to fire. The result : you double or triple the production of these cells — literally building your brain. You also release neurotransmitters (the

messengers between your brain cells) so all those cells, new and old, can communicate with each other for better, faster functioning. That's a pretty profound benefit to cyclists.

- 4 This kind of growth is especially important with each passing birthday, because as we age, our brains shrink and those connections weaken. Exercise restores and protects the brain cells. Neuroscientists say, "Adults who exercise display sharper memory skills, higher concentration levels, more fluid thinking, and greater problem-solving ability than those who are sedentary."
- 5 Cycling also elevates your mood, relieves anxiety, increases stress resistance, and even banishes the blues. "Exercise works in the same way as psychotherapy and antidepressants in the treatment of depression, maybe better," says Dr. Manjari. A recent study analyzing 26 years of research finds that even some exercise — as little as 20 to 30 minutes a day — can prevent depression over the long term.
- 6 Remember: although it's healthy, exercise itself is a stress, especially when you're just getting started or getting back into riding. When you first begin to exert yourself, your body releases a particular hormone to raise your heart rate, blood pressure, and blood glucose levels, says Meher Ahluwalia, PhD, a professor of integrative physiology. As you get fitter, it takes a longer, harder ride to trigger that same response.

On the basis of your understanding of the passage, complete the statements given below with the help of the options that follow :  $1 \times 2 = 2$

- (a) Ravi gets his brain to work at peak level by
- (i) drinking three cups of coffee.
  - (ii) playing games that need brain activity.
  - (iii) cycling on a stationary bike.
  - (iv) taking tablets to pump up his brain.
- (b) When nerve cells work during exercise then
- (i) the body experiences stress.
  - (ii) the brain is strengthened by multiplying them.
  - (iii) you start to lose your temper.
  - (iv) your stationary cycle starts to beep.

Answer the following questions briefly :  $1 \times 6 = 6$

- (c) How does exercise help the brain ?
- (d) Why does Ravi do a circuit of 'ride, work, ride' ?
- (e) What is the work of neurotransmitters ?
- (f) What benefits other than greater brain activity does one get from cycling ?
- (g) Why is exercise so important for adults ?
- (h) How is exercise itself a stress ?

- (i) Find words from the passage which mean the same as the following : 1×2=2

- (i) manure (para 3)  
(ii) inactive (para 4)

2. Read the passage given below :

12

- 1 When you grow up in a place where it rains five months a year, wise elders help you to get acquainted with the rain early. They teach you that it is ignorant to think that it is the same rain falling every day. Oh no, the rain is always doing different things at different times. There is rain that is gentle, and there is also rain that falls too hard and damages the crops. Hence, the prayer for the sweet rain that helps the crops to grow.
- 2 The monsoon in the Naga hills goes by the native name, khuthotei (which means the rice-growing season). It lasts from May to early or mid-October. The local residents firmly believe that Durga Puja in October announces the end of rain. After that, one might expect a couple of short winter showers, and the spring showers in March and April. Finally, comes the “big rain” in May; proper rainstorms accompanied by heart-stopping lightning and ear-splitting thunder. I have stood out in storms looking at lightning arc across dark skies, a light-and-sound show that can go on for hours.
- 3 This is the season when people use the word sezuo or süzu to refer to the week-long rains, when clothes don't dry and smell of mould, when fungus forms on the floor and when you can't see the moon or the stars because of the rainclouds. But you learn not to complain. Rain, after

all, is the farmer's friend and brings food to the table. Rituals and festivals centre around the agricultural rhythm of life, which is the occupation of about 70 percent of the population.

- 4 The wise learn to understand its ways. I grew up hearing my grandfather say, "It's very windy this year. We'll get good rain." If the windy season was short and weak, he worried there might not be enough rain for the crops. I learned the interconnectedness of the seasons from childhood, and marvelled at how the wind could bring rain. Another evening, many rainy seasons ago, my paternal aunt observed the new moon and worried, "Its legs are in the air, we're in for some heavy rain." She was right. That week, a storm cut off power lines and brought down trees and bamboos.
- 5 Eskimos boast of having a hundred names for snow. Norwegians in the north can describe all kinds of snow by an equal amount of names : pudder, powder snow, wet snow, slaps, extra wet snow, tight snowfall, dry snow, and at least 95 more categories of snow. Likewise, in India we have names and names for rain. Some are common, some are passing into history.
- 6 The rains are also called after flowering plants and people believe that the blossoming of those plants draws out rain. Once the monsoons set in, field work is carried out in earnest and the work of uprooting and transplanting paddy in flooded terrace fields is done. The months of hard labour are June, July and August. In August, as the phrogü plant begins to bloom, a rain will fall. This August rain, also called phrogü, is a sign that the time for cultivation is over. If any new grain seeds are sown, they may not sprout; even if they do sprout, they are not likely to bear grain. The rain acts as a kind of farmer's almanac.

- 7 The urban population of school-goers and office-goers naturally dislikes the monsoon and its accompanying problems of landslides, muddy streets and periodic infections. For non-farmers, the month of September can be depressing, when the rainfall is incessant and the awareness persists that the monsoons will last out till October. One needs to have the heart of a farmer to remain grateful for the watery days, and be able to observe — from what seems to the inexperienced as a continuous downpour — the many kinds of rain. Some of the commonly known rain-weeks are named after the plants that alternately bloom in August and September. The native belief is that the flowers draw out the rain.
- 8 Each rain period has a job to fulfil : October rain helps garlic bulbs to form, while kumünyo rain helps the rice bear grain. Without it, the ears of rice cannot form properly. End October is the most beautiful month in the Naga hills, as the fields turn gold and wild sunflowers bloom over the slopes, all heralding the harvest. Prayers go up for protecting the fields from storms, and the rains to retreat because the grain needs to stand in the sun and ripen. The cycle nears completion a few weeks before the harvest, and the rain does retreat so thoroughly from the reaped furrows that the earth quickly turns hard. The months of rain become a distant memory until it starts all over again.

On the basis of your understanding of the above passage, complete the statements given below with the help of options that follow :

$1 \times 4 = 4$

- (a) The rains are called after flowering plants because
- (i) heavy rains kill plants.
  - (ii) flowers grow in the rainy season.
  - (iii) it is believed that the plants bring the rain.
  - (iv) flowers grow all the year round.

- (b) The rain is like a calendar for farmers because
- (i) it tells them when to sow and when to harvest.
  - (ii) it tells them the birthdays of their children.
  - (iii) each month has a time for plantation.
  - (iv) different kinds of rain tell different things.
- (c) People who live in cities don't like rain because
- (i) it brings mud and sickness with it.
  - (ii) they are not bothered about the farmers.
  - (iii) they don't like the plants that grow during the rain.
  - (iv) going shopping becomes difficult.
- (d) People pray asking the rain to retreat because
- (i) the fungus and mould need to dry.
  - (ii) children don't get a chance to play.
  - (iii) the crops need the sun and heat to ripen.
  - (iv) they like to pray.

Answer the following questions briefly :

$1 \times 6 = 6$

- (e) Why do the elders want you to understand the rains in the Naga hills ?
- (f) What does Durga Puja mean to the farmers of the Naga hills ?
- (g) What kind of rain is called sezuo ?
- (h) What is the occupation of more than half the population of the Naga hills ?



- (i) How is the heart of the farmer different from that of the city person ?
- (j) When does rain become a memory in the minds of the people of the Naga hills ?
- (k) Find words from the passage which mean the same as the following : 1×2=2
- (i) flowering (para 6)
- (ii) nonstop (para 7)

**3.** Read the passage given below :

8

Keeping cities clean is essential for keeping their residents healthy. Our health depends not just on personal hygiene and nutrition, but critically also on how clean we keep our cities and their surroundings. The spread of dengue and chikungunya are intimately linked to the deteriorating state of public health conditions in our cities.

The good news is that waste management to keep cities clean is now getting attention through the Swachh Bharat Mission. However, much of the attention begins and stops with the brooms and the dustbins, extending at most to the collection and transportation of the mixed waste to some distant or not so distant place, preferably out of sight.

The challenge of processing and treating the different streams of solid waste, and safe disposal of the residuals in scientific landfills, has received much less attention in municipal solid waste management than is expected from a health point of view.

One of the problems is that instead of focusing on waste management for health, we have got sidetracked into “waste for energy”. If only we were to begin by not mixing the biodegradable component of solid waste (close to 60 percent of the total) in our cities with the dry waste, and instead use this stream of waste for composting and producing a gas called methane.

City compost from biodegradable waste provides an alternative to farmyard manure (like cow-dung). It provides an opportunity to simultaneously clean up our cities and help improve agricultural productivity and quality of the soil. Organic manure or compost plays a very important role as a supplement to chemical fertilisers in enriching the nutrient-deficient soils. City compost can be the new player in the field.

Benefits of compost on the farm are well-known. The water holding capacity of the soil which uses compost helps with drought-proofing, and the requirement of less water per crop is a welcome feature for a water-stressed future. By making the soil porous, use of compost also makes roots stronger and resistant to pests and decay. Farmers using compost, therefore, need less quantity of pesticides. There is also evidence to suggest that horticulture crops grown with compost have better flavour, size, colour and shelf-life.

City compost has the additional advantage of being weed-free unlike farmyard manure which brings with it the seeds of undigested grasses and requires a substantial additional labour cost for weeding as the crops grow. City compost is also rich in organic carbon, and our soils are short in this.

Farmers clearly recognize the value of city compost. If city waste was composted before making it available to the farmers for applying to the soil, cities would be cleaned up and the fields around them would be much more productive.

Quite apart from cleaning up the cities of biodegradable waste, this would be a major and sustainable contribution to improving the health of our soil without further damage by excessive chemical inputs. What a marvellous change from waste to health!

The good news is that some states are regularly laying plastic roads. Plastic roads will not only withstand future monsoon damage but will also solve a city's problem of disposing of non-recyclable plastic. It is clear that if the mountains of waste from our cities were to be recycled into road construction material, it would tackle the problem of managing waste while freeing up scarce land.

- (a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary (minimum four) and a format you consider suitable. Also supply an appropriate title to it. 5
- (b) Write a summary of the passage in about 80 words. 3

**SECTION B — (Writing Skills)**

**30**

4. Bal Vidya Public School, Bhilai, urgently requires a post-graduate teacher to teach political science for which they have placed an advertisement in *The Bhilai Express*. You are Sanjay/Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post. (120 – 150 words)

**6**

**OR**

You are Neeraj/Neeraja Shekhar, Principal, Vasant Public School, Pune. Your school has just started a music department. Write a letter to the Manager of Melody House, Pune, wholesale suppliers of musical instruments, placing an order for musical instruments for the school. Ask for a discount on the catalogue prices. (120 – 150 words)

5. You are Faiz/Falak Mazumdar living at 39, Udampur Colony, Shimla. You decide to hold a dinner party to congratulate your grandparents on their golden wedding anniversary. Draft a formal invitation in not more than 50 words to all family members to attend a grand dinner at home.

**4**

**OR**

You are Harish/Harshita of 12, Seva Nagar, Pune. You want to sell your flat as you are shifting to another city for work. Draft a suitable advertisement in not more than 50 words to be published in *The Pune Times* under the classified columns.

6. You are Ali/Alia, Head girl / Head boy of your school. You are deeply disturbed by the rising cases of aggressive behaviour of students in your school. You decide to speak during the morning assembly about it. Write a speech on 'Indiscipline in Schools'. (150 – 200 words)

10

**OR**

Recent floods in many metropolitan cities of the country during the monsoon season laid bare the hollowness of the claims of the civic authorities of their preparedness. The poor had to bear the brunt of the problem while no one was ever held accountable. Write an article in 150 – 200 words on the common man's woes during the monsoons and the need for accountability of the officials concerned. You are Sumit/Smita Verma.

7. MMD School, Nashik, recently organised a science symposium on the topic : 'Effect of pollution on quality of life'. You are Amit/Amita Raazdan, editor of the school magazine. Write a report on the event for your school magazine. (120 – 150 words)

10

**OR**

"Academic excellence is the only requirement for a successful career."  
Write a debate either for or against the motion. (120 – 150 words)

8. Read the extract given below and answer the questions that follow :  $1 \times 4 = 4$

..... On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.

- (a) Name the poem and the poet.
- (b) Explain : 'slag heap'.
- (c) What future awaits these children ?
- (d) Name the figure of speech used in the third line.

**OR**

... and clear rills  
That for themselves a cooling covert make  
'Gainst the hot season; the mid forest brake,  
Rich with the sprinkling of fair musk-rose blooms;  
.....

- (a) Identify the poem and the poet.
- (b) What is the role of the clear rills ?
- (c) How has the mid forest brake become rich ?
- (d) Name the figure of speech in 'cooling covert'.

9. Answer any **four** of the following questions in 30 – 40 words each : 3×4=12

- (a) What considerations influenced the Tiger King to get married ?
- (b) What does the poet's smile in the poem, 'My Mother at Sixty-six' show ?
- (c) "Listening to them, I see two distinct worlds ... ." In the context of Mukesh, the bangle maker's son, which two worlds is Anees Jung referring to ?
- (d) Though the sharecroppers of Champaran received only one-fourth of the compensation, how can the Champaran struggle still be termed a huge success and victory ?
- (e) Which article in McLeery's suitcase played perhaps the most significant role in Evans' escape and how ?
- (f) Why does Derry's mother not want him to go back to visit Mr. Lamb ?

10. Answer the following question in 120 – 150 words :

6

How does the perception and attitude of the villagers of Raveloe towards Silas Marner change from the beginning to the end of the novel ?

**OR**

How do you perceive Dr. Kemp based on his interaction with Griffin ? (The Invisible Man)

11. Answer the following question in 120 – 150 words :

6

How is Godfrey Cass different from his younger brother, Dunstan ?

**OR**

“Misdirected and self-serving ambition essentially remains an exercise in futility.” Describe Griffin’s character in the light of the above statement.

12. Answer the following question in 120 – 150 words :

6

In one’s approach to life one should be practical and not live in a world of dreams. How is Jansie’s attitude different from that of Sophie ?

**OR**

Fear is something that we must learn to overcome if we want to succeed in life. How did Douglas get over his fear of water ?

13. Answer the following question in 120 – 150 words :

6

At the end of the storytelling session, why does Jack consider himself ‘caught in an ugly middle position’ ?

**OR**

It may take a long time for oppression to be resisted, but the seeds of rebellion are sowed early in life. How did Zitkala-Sa face oppression as a child and how did she overcome it ?



SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 2018  
MARKING SCHEME

**ENGLISH CORE (301)**

**CLASS XII**

**GENERAL INSTRUCTIONS**

1. 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. HOWEVER, THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS AND DOES NOT CONSTITUTE THE COMPLETE ANSWER.
2. 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 ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
3. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
4. 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.
5. 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 AND Q2 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 THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.
12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8.
14. 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.

15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
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 THE DETAILS 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 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.
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 GIVE HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 8 HOURS EVERY DAY AND EVALUATE 25-30 ANSWER BOOKS INDIVIDUALLY AND 50-60 ANSWER BOOKS IN PAIRS.
6. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S
  - 90 AND ABOVE
  - 72-74
  - 28-32

1/3	SUGGESTED VALUE POINTS	2018
	<b>SECTION A: READING</b>	
1	<b>COMPREHENSION PASSAGE</b> <b>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.</b>	<b>10 marks</b>
(a)	(iii) cycling on the stationary bike	1 mark
(b)	(ii) the brain is strengthened by multiplying them	1 mark
(c)	acts as fertilizer for the brain/ creates rich capillary beds not only in leg and hip muscles but also in the brain/ multiplication of nerve cells/ release of neurotransmitters/ faster functioning / more oxygen and nutrients to the brain	1 mark
(d)	gives his brain an extra boost /enjoys benefits of cycling / can score higher on tests of memory, reasoning and planning/ can complete tests faster after pedalling	1 mark
(e)	act as messengers between brain cells/ cells can communicate with each other for better, faster functioning	1 mark
(f)	elevates mood / relieves anxiety/ increases stress, resistance/ banishes the blues/ prevents depression	½ +½=1 mark
(g)	sharpens memory /increases concentration levels/ enhances fluid thinking /enhances problem solving ability/ restores and protects the brain cells	1 mark
(h)	When one first exercises, body releases a particular hormone to raise heart rate, blood pressure, blood glucose levels.	1 mark
(i)	i) fertiliser	1 mark
	ii) sedentary	1 mark
2	<b>COMPREHENSION PASSAGE</b> <b>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.</b>	<b>12 marks</b>
(a)	(iii) it is believed that the plants bring the rain	1 mark
(b)	(i) it tells them when to sow and when to harvest.	1 mark
(c)	(i) it brings mud and sickness with it	1 mark
(d)	(iii)the crops need the sun and heat to ripen	1 mark
(e)	rain falls five months a year in Nagaland / it is ignorant to think that it is the same rain falling everyday/ because rain is always doing different things at different times/ tells them when to sow and harvest/ rain may be gentle and rain that is too hard, damages crops	1 mark
(f)	announces the end of the rain	1 mark
(g)	season of weeklong rains (when clothes don't dry, fungus forms on the floor) / cannot see the moon or the stars because of rain clouds/ big rain in May/rain in May accompanied with lightning and thunder	1 mark
(h)	agriculture/farming	1 mark
(i)	-city people dislike monsoon/find it depressing because of landslide, muddy streets, periodic infections -farmers remain grateful for the rainy days	½ +½=1 mark
(j)	a few weeks before the harvest/ at the end of October	1 mark
(k)	i) blossoming / to bloom	1 mark
	ii) incessant / continuous	1 mark

3	<p><b>Note</b></p> <ul style="list-style-type: none"> <li>• <b>If a student has attempted only summary or only notes, due credit should be given.</b></li> <li>• <b>1 mark allotted for the title to be given, even if a student has written the title either in Q3(a) or Q3(b)</b></li> <li>• <b>Content must be divided into headings and sub-headings</b></li> </ul> <p>The notes provided below are <u>only guidelines</u>. 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.</p> <p><u>Complete sentences are 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>	8 marks
	<p><b>NOTE MAKING</b></p> <p>Distribution of Marks</p> <p><b>Title &amp; Indentation</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p> <p><b>Abbreviations / Symbols</b> (with /without key) – any four</p>	<p><b>5 marks</b></p> <p>1 mark</p> <p>3 mark</p> <p>1 mark</p>
	<p><b>NOTE:</b> Accept the notes and summary in the third person</p> <p><b>Suggested Notes:</b></p> <p><b>Title:</b> Waste Management: Some Facts or <b>any other suitable title.</b></p> <ol style="list-style-type: none"> <li><u>Reasons for keeping cities clean</u> <ol style="list-style-type: none"> <li>1.1 to keep the residents healthy</li> <li>1.2 health depends on                             <ol style="list-style-type: none"> <li>1.2.1 personal cleanliness</li> <li>1.2.2 cleanliness of city</li> </ol> </li> <li>1.3. to prevent spread of dengue and chikun.</li> <li>1.4. to prevent deterioration of public health conditions in cities (any two)</li> </ol> </li> <li><u>Reasons for waste management</u> <ol style="list-style-type: none"> <li>2.1 helps keep cities clean</li> <li>2.2 being promoted through SBM</li> <li>2.3 earlier began and stopped with brooms and dustbin</li> <li>2.4 to sensitize imp<sup>ce</sup>. of waste separation (any two)</li> </ol> </li> <li><u>Challenges of waste management</u> <ol style="list-style-type: none"> <li>3.1 has received less attn.</li> <li>3.2 focus only on waste management for energy</li> <li>3.3 no focus on W.M. for health</li> <li>3.4 biodegradable being mixed with solid waste</li> <li>3.5 processing &amp; treatment of solid waste</li> <li>3.6 safe disposal of residuals in scientific landfills (any three)</li> </ol> </li> <li><u>Benefits of organic manure</u> <ol style="list-style-type: none"> <li>4.1 supplement of chem. fertilisers.</li> <li>4.2 drought-proofing</li> <li>4.3 makes roots stronger</li> <li>4.4 free</li> <li>4.5 rich in org. Carbon</li> <li>4.6 requires less water (any three)</li> </ol> </li> </ol>	

	<p>5. <u>Benefits of city compost</u> 5.1 weed-free 5.2 more productive fields 5.3 chemical inputs avoided 5.4 less labour cost (any two)</p> <p>6. <u>Benefits of plastic roads</u> 6.1 withstand monsoon damage 6.2 solves city problem of plastic disposal 6.3 free lands from dumping waste (any two)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Suggested Abbreviations / Symbols</b> chikun- chikungunya SBM- Swachh Bharat Mission transp<sup>ts</sup>.- transports attn.- attention imp<sup>ce</sup>.- importance &amp;- and chem.- chemical org.-organic W.M.- waste management</p> </div>	
(b)	<b>Summary</b> The summary should include all the important points given in the notes.	<b>3 marks</b>
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
	<b>SECTION B: ADVANCED WRITING SKILLS</b> <b>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.</b>	
4	<b>LETTER WRITING</b>	<b>6 marks</b>
	<b>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. Mixing of the formats is not permitted</b>	
	<b>Format</b> 1. sender's address 2. date 3. receiver's address 4. subject /heading 5. salutation 6. closing	1 mark
	<b>Content</b>	3 marks
	<b>Expression</b> grammatical accuracy, appropriate words and spelling <b>1 mark</b> coherence and relevance of ideas and style <b>1 mark</b>	2 marks
4	<b>JOB APPLICATION – Political Science Teacher</b> <b>Suggested value points</b>  - Covering Letter- reference to the advertisement - CV/ Bio-data	<b>6 marks</b>

	<p>- Personal Details- Name : Sanjay Sharma/ Sanjana Sharma Address: 21, Vasant Marg, Bhilai Educational Qualifications- M.A. Political Science, B.Ed Experience References (Two) with name and designation</p> <p><b>(any other relevant details)</b></p>	
	<b>OR</b>	
4	<p><b>LETTER –Placing an order for musical instruments</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- reference to advertisement / correspondence / telephone conversation</li> <li>- details of the order <ul style="list-style-type: none"> <li>• musical instruments</li> <li>• numbers / quantity</li> <li>• discount on catalogue prices</li> </ul> </li> <li>- terms and conditions (optional) <ul style="list-style-type: none"> <li>• delivery time</li> <li>• advance payment/mode of payment</li> <li>• price</li> <li>• make / brand</li> </ul> </li> <li>- any other relevant point</li> </ul> <p><b>(any 3 points)</b></p>	<b>6 marks</b>
5	<b>FORMAL INVITATION</b>	<b>4 marks</b>
	<p><b>As an Invitation Card</b></p> <p><b>Format-to be included in the content marks</b></p> <p><b>Content</b></p> <p><b>Expression</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- <b>name of host</b>-Faiz/Falak Mazumdar</li> <li>- <b>occasion</b>- grand dinner to felicitate grandparents on their golden wedding anniversary</li> <li>- <b>date, time, venue</b></li> <li>- <b>any other relevant details</b></li> <li>- <b>RSVP / with best compliments</b> from friends and relatives</li> </ul> <p><b>Note</b>-use of third person pronoun</p> <p><b>As an Invitation Letter</b></p> <p><b>Format</b>- place, date, salutation (invitee – Dear Uncle/ Aunt/ family member/ members or any other should be accepted) &amp; closure (Yours affectionately or any other suitable)</p> <p><b>Content</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>-invitation to attend wedding anniversary dinner</li> <li>-date ,time and venue (any other relevant points)</li> </ul> <p><b>Expression</b></p>	<p>2+1 marks 1 mark</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>

	<b>Note-</b> use of first person pronoun	
	<b>OR</b>	
5	<b>CLASSIFIED ADVERTISEMENT</b>	<b>4 marks</b>
	<b>Format</b> <ul style="list-style-type: none"> <li>Heading – For Sale / Flat for Sale / Sale and Purchase (any other appropriate heading)</li> </ul>	1 mark
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
	<b>Suggested value points:</b> <ul style="list-style-type: none"> <li>location</li> <li>description of flat (number of rooms, area), (floor optional)</li> <li>facilities (optional) safety / 24 hour power supply / parking facilities</li> <li>expected price</li> <li>contact details : Harish/Harshita, 12 Seva Nagar, Pune. <b>(any other relevant details)</b></li> </ul> <b>(due credit should be given to economy of words)</b>	
6	<b>SPEECH – Indiscipline in schools</b>	<b>10 marks</b>
	<b>Format - opening address , closing</b>	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]	5 marks
	<b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- rising cases of aggressive behaviour of students</li> <li>- kinds of bullying / disobedience / fights / insults / truancy/ violence</li> <li>- damaging school property</li> <li>- emotional trauma for the victims</li> </ul> Causes <ul style="list-style-type: none"> <li>- role of parents, peers and social media</li> <li>- lack of teaching/ inculcating moral values</li> <li>- not following role models</li> </ul> Solutions <ul style="list-style-type: none"> <li>- counselling by teachers</li> <li>- family values</li> <li>- moral science and values discussed in schools</li> <li>- help each other – students to take initiative</li> <li>- reference to positive aspects of social life</li> <li>- any other relevant point</li> </ul> <b>(any four points)</b>	
	<b>OR</b>	
6	<b>ARTICLE</b>	<b>10 marks</b>
	<b>Format</b> (Title and Writer's Name)	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]	5 marks

	<p><b>Heading: Common Man’s Woes during Monsoons</b> (Any other relevant title)</p> <p><b>Problem:</b></p> <ul style="list-style-type: none"> <li>- lack of preparedness</li> <li>- problems faced by the poor</li> <li>- spread diseases/ breeding of mosquitoes</li> <li>- water logging</li> <li>- accidents/open manholes</li> <li>- disruption in transport and connectivity</li> <li>- food supply affected</li> <li>- power breakdown</li> <li>- need for accountability</li> </ul> <p>(any 4 points)</p>	
7	<b>REPORT</b>	<b>10 marks</b>
	<b>Format –Title &amp; By line (writer’s name)</b>	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b> grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]</p>	5 marks
	<p><b>Title :</b> Report on Science Symposium on Effect of Pollution on Quality of Life / Report on Science Symposium held at MMD School, Nashik</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- science symposium</li> <li>- date, time, venue</li> <li>- agenda / programme</li> <li>- participants-number</li> <li>- resource person(s) / speakers / guests and their views</li> <li>- response of the audience</li> <li>- any other relevant points</li> </ul> <p>(any four points)</p> <p><b>Note- past tense should be used</b></p>	
	<b>OR</b>	
7	<b>DEBATE</b>	<b>10 marks</b>
	<b>Format - opening address with taking a stand for or against the topic with appropriate closure</b>	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b> Grammatical accuracy, appropriate words and spelling (3 marks) coherence and relevance of ideas and style (2 marks)</p>	5 marks
	<p><b>Academic excellence is the only requirement for a successful career</b></p> <p><b>In Favour</b></p> <ul style="list-style-type: none"> <li>- strengthens competencies and skills</li> <li>- helps in clearer understanding of the subject, in-depth knowledge</li> <li>- develops resourcefulness, decision making ability</li> <li>- ensures better job opportunities</li> <li>- ensures admission to higher centres of learning</li> <li>- prepares one for competitions</li> </ul>	

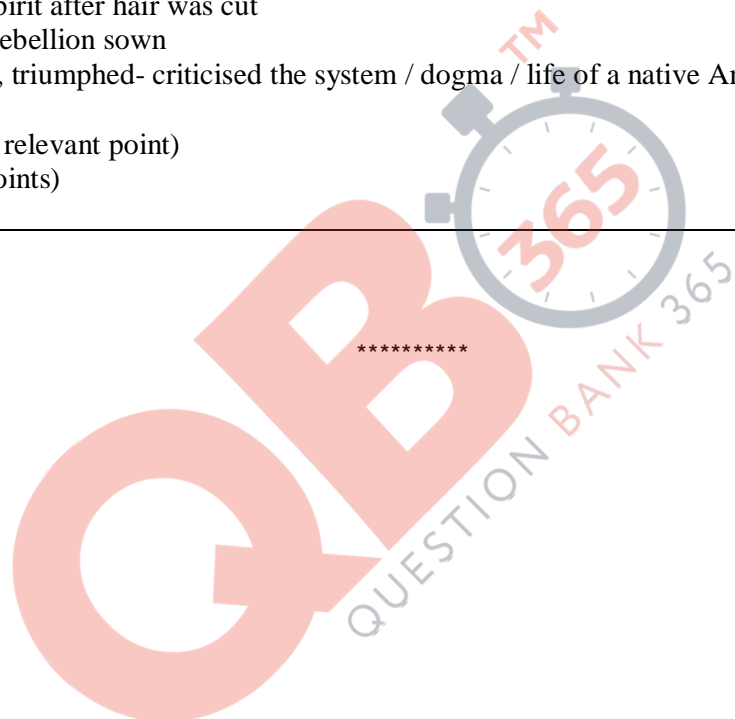


	<p><b>Against</b></p> <ul style="list-style-type: none"> <li>- Academic Excellence :             <ul style="list-style-type: none"> <li>▪ may not be sufficient to ensure success</li> <li>▪ life skills are more important than academics</li> <li>▪ does not ensure all round personality / confidence / multitasking abilities / leadership qualities</li> </ul> </li> <li>- non formal learning leads to broader spectrum of careers</li> <li>- new age careers don't necessarily need academic excellence</li> <li>- skills and talents can give more options</li> </ul> <p><b>(any other relevant points)</b> <b>(minimum two content points)</b></p>	
	<p><b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b></p> <p><b>NOTE:</b> 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>	
8	<p><b>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.</b></p>	<b>4 marks</b>
a)	An Elementary School Classroom in a Slum; Stephen Spender	½+½ mark
b)	refers to garbage dump, mound of industrial waste/ slum	1 mark
c)	dark/bleak/dismal/hopeless/painted with fog/miserable	1 mark
d)	simile/alliteration	1 mark
	<b>OR</b>	
a)	A Thing of Beauty ; John Keats	½+½mark
b)	to create a cooling covert/ to cool the area/ provide cooling shelter	1 mark
c)	with a sprinkling of fair musk rose blooms/ due to the presence of musk roses blooming in the forest	1 mark
d)	Alliteration / imagery	1 mark
9	<p><b>Short answer type questions</b> <b>Distribution of marks:</b> <b>Content: 2 marks</b> <b>Expression : 1 mark</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b></p>	<b>12 marks</b>
(a)	-after killing 70 tigers, no more tigers in kingdom, decided to marry a princess from kingdom with a large population of tigers to reach the target of 100/ influenced by his desire to disprove the prediction of the astrologer/ his conceit, vanity/ arrogance/ selfishness/ self-seeking desire	3 marks
(b)	- reassuring herself and her mother and - masking/hiding/covering her fear of separation, fear of mother's death, hiding her fear of not being able to see her mother alive again, hiding her guilt/sorrow at leaving her mother at that critical juncture	3 marks
(c)	-poverty stricken family/ burdened by stigma of caste and -vicious circle created by sahu-kars, middlemen, policemen, keepers of law, bureaucrats (any two)	3 marks

(d)	-landlords obliged to surrender part of money and part of prestige; peasants saw they had rights; defenders ; learnt courage; broke the deadlock between landlords and farmers (any two)	3 marks
(e)	-semi-inflated rubber ring/tube with pigs blood; which he used to escape (pretend to be wounded McLeery) -the question paper, provided the escape plan that misguided the jail authorities to go in another direction.	3 marks
(f)	-was new to the place and had not much personal information about him/ had heard adverse remarks made by people about Mr. Lamb/ Lamb leading a lonely life, no contact with outside world/ earlier, children used to tease and chase him, so would not be a healthy company for her son.	3 marks
10	<b>Distribution of marks:</b> <b>Content:</b> 3 marks <b>Expression :</b> 3 marks <b>grammatical accuracy, appropriate words and spelling</b> [1½ marks] <b>coherence and relevance of ideas and style</b> [1½ marks]	6 marks
10	- Silas Marner- weaver who arrived at Raveloe from Lantern yard -betrayed by his friend William Dane - spent his days at the loom - villagers regarded him as a miser , loner, person with special powers -used to handle his gold coins every evening -when he lost his gold, felt shattered, ran to Rainbow Inn seeking help -with the arrival of Eppie, his life changed, became a devoted father to the child - became friendly to neighbours - began attending church -forgiving -accepted his fate, decided to continue living in Raveloe -left his past behind. - any other relevant point (any 6 points)	
	OR	
10	- Griffin comes to meet Dr. Kemp - Kemp learns about Griffin’s evil design -initially doesn’t try to correct him, doesn’t dissuade him -later on realises how dangerous Griffin is- takes step to stop him -his attitude shows: ▪ his scientific temperament ▪ his suspicion of / scepticism about ‘invisibility’ ▪ a weak character-doesn’t oppose Griffin straightaway ▪ a caring member of society- takes steps to stop Griffin ▪ more humane than Griffin ▪ victorious- exhibiting the value of prudence in character (any other relevant point) (any six points)	
11	<b>Distribution of marks:</b> <b>Content:</b> 3 marks <b>Expression:</b> 3 marks <b>grammatical accuracy, appropriate words and spelling</b> [1½ marks] <b>coherence and relevance of ideas and style</b> [1½ marks] <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	6 marks
11	-Godfrey,a contrast to his younger brother - sober & respectable, successor to Squire Cass- his father. -an ideal groom for Nancy Lammeter - coward- abandoned Molly his wife.	

	<ul style="list-style-type: none"> <li>- indecisive- could not make up his mind.</li> <li>- morally weak and lacked courage and suffered the consequences.</li> <li>- Dunstan was directly opposite of Godfrey Cass.</li> <li>- Dunstan was dishonest, idler, blackmailer, sly, cunning.</li> <li>- Dunstan was reckless always looked for his personal gain, blackmailed brother, squandered money.</li> <li>-projected as an undesirable character</li> <li>-constantly lived in debts, stole Marner’s gold.</li> </ul> <p>(any other relevant point) (any 6 points)</p>									
	<b>OR</b>									
11	<ul style="list-style-type: none"> <li>-Griffin driven by unbridled ambition</li> <li>-continued his march towards supremacy unmindful of the havoc he caused in the lives of others.</li> <li>- not a struggle for survival but to satiate his whims and fancies.</li> <li>- Griffin nurtured ambition to amass wealth , got comforts of life and eliminated whosoever came his way</li> <li>- this mania took him nowhere; met his death.</li> <li>-arrogance and pride, root cause of his destruction.</li> <li>- went from obsession to fanaticism to insanity to unleash a ‘Reign of Terror’</li> <li>- scientist with a perverted mind.</li> <li>- ambition became his greatest foe.</li> <li>- science without humane values.</li> </ul> <p>(any other relevant point) (any 6 points)</p>									
	<p><b>Q12 &amp; 13: 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.</b></p>									
12	<p><b>Distribution of marks:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>Content:</b></td> <td style="text-align: right;"><b>3 marks</b></td> </tr> <tr> <td><b>Expression :</b></td> <td style="text-align: right;"><b>3 marks</b></td> </tr> <tr> <td><b>grammatical accuracy, appropriate words and spelling</b></td> <td style="text-align: right;"><b>[1½ marks]</b></td> </tr> <tr> <td><b>coherence and relevance of ideas and style</b></td> <td style="text-align: right;"><b>[1½ marks]</b></td> </tr> </table>	<b>Content:</b>	<b>3 marks</b>	<b>Expression :</b>	<b>3 marks</b>	<b>grammatical accuracy, appropriate words and spelling</b>	<b>[1½ marks]</b>	<b>coherence and relevance of ideas and style</b>	<b>[1½ marks]</b>	<b>6 marks</b>
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<b>grammatical accuracy, appropriate words and spelling</b>	<b>[1½ marks]</b>									
<b>coherence and relevance of ideas and style</b>	<b>[1½ marks]</b>									
12	<ul style="list-style-type: none"> <li>-Jansie- practical, aware of their poor socio-economic status/ background, knows ‘both earmarked for the biscuit industry’</li> <li>-Sophie- dreamer, unrealistic, aspired to be an actress, own a boutique or be a manager, all beyond her means.</li> </ul>									
	<b>OR</b>									
12	<ul style="list-style-type: none"> <li>- appointed a swimming instructor, went to the pool, practised five days a week, an hour each day, in six months, learnt to swim, in July tested his newly learnt skills in different lakes and water bodies.</li> </ul>									
13	<p><b>Distribution of marks:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>Content:</b></td> <td style="text-align: right;"><b>3 marks</b></td> </tr> <tr> <td><b>Expression:</b></td> <td style="text-align: right;"><b>3 marks</b></td> </tr> <tr> <td><b>grammatical accuracy, appropriate words and spelling</b></td> <td style="text-align: right;"><b>[1½ marks]</b></td> </tr> <tr> <td><b>coherence and relevance of ideas and style</b></td> <td style="text-align: right;"><b>[1½ marks]</b></td> </tr> </table>	<b>Content:</b>	<b>3 marks</b>	<b>Expression:</b>	<b>3 marks</b>	<b>grammatical accuracy, appropriate words and spelling</b>	<b>[1½ marks]</b>	<b>coherence and relevance of ideas and style</b>	<b>[1½ marks]</b>	<b>6 marks</b>
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<b>grammatical accuracy, appropriate words and spelling</b>	<b>[1½ marks]</b>									
<b>coherence and relevance of ideas and style</b>	<b>[1½ marks]</b>									
13	<ul style="list-style-type: none"> <li>-Jack possessive about the details his story</li> <li>-does not take kindly to Jo’s suggested changes</li> <li>-‘the wizard hitting mommy’</li> <li>-upset with daughter questioning parental authority</li> </ul>									

	<ul style="list-style-type: none"><li>-felt to be in a position similar to that of his wife (in a cage with her)</li><li>-yet no sympathy for his wife</li><li>-could put neither his daughter to sleep nor help his wife paint the fence</li></ul> <p>Note- minimum one point for the daughter and one for the wife</p>	
	<b>OR</b>	
13	<ul style="list-style-type: none"><li>-childhood experience makes a mark – sweet / bitter</li><li>-oppression / suppression / exploitation</li><li>-her childhood courage to face atrocities / bullying</li><li>-cutting of hair and her resistance</li><li>-became a universal name although belonged to a marginalized community</li><li>-faced it in a spirited manner</li><li>-resisted by hiding under bed</li><li>-kicked / scratched widely / cried aloud / shook her head</li><li>-lost her spirit after hair was cut</li><li>-seeds of rebellion sown</li><li>-struggled, triumphed- criticised the system / dogma / life of a native American</li></ul> <p>(any other relevant point) (any six points)</p>	



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