

<p align="center"><b>Q.P. Code: 2/1/3</b></p>	
<p align="center"><b>Marking Scheme</b>  <b>Strictly Confidential</b>  <b>(For Internal and Restricted use only)</b>  <b>Secondary School Examination, 2025</b>  <b>ENGLISH LANGUAGE &amp; LITERATURE - 184(SET- 2/1/3)</b></p>	
<p><b><u>General Instructions: -</u></b></p>	
<b>1</b>	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. 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.
<b>2</b>	<b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc. may invite action under various rules of the Board and IPC.”</b>
<b>3</b>	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. <b>If any change in the marking scheme is to be considered, this has to be raised with the Controller of Examinations and only after his approval and after all evaluation centres are informed, can this be taken forward.</b>
<b>4</b>	The Marking Scheme carries all value points for the answers. Students may/can express these value points in their own words and if the expression is correct, due marks should be awarded accordingly.
<b>5</b>	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. 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.
<b>6</b>	Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. No answer should be left unmarked by evaluators. <b>This is the most common mistake which evaluators are committing.</b>
<b>7</b>	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. This must be followed strictly.
<b>8</b>	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This must also be followed strictly.
<b>9</b>	<p>If a student has <b>attempted an extra question</b>, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question/Over- Attempted”</b>.</p> <p>If a student has <b>not attempted</b> any question, <b>NA</b> should be mentioned in the Caging / marks entry column.</p>

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10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"><li>• Leaving answer or part thereof unassessed in an answer booklet.</li><li>• Giving more marks for an answer than assigned to it.</li><li>• Wrong totalling of marks awarded on an answer.</li><li>• Wrong transfer of marks from the inside pages of the answer booklet to the title page.</li><li>• Wrong question wise totalling on the title page.</li><li>• Wrong totalling of marks of the two columns on the title page.</li><li>• Wrong grand total.</li><li>• Marks in words and figures not tallying/not same.</li><li>• Wrong transfer of marks from the answer book to online award list.</li><li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li><li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li></ul>
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	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.
16	The Examiners should acquaint themselves with the guidelines given in the <b>"Guidelines for Spot Evaluation"</b> before starting the actual evaluation.
17	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.
18	It may be noted that the candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

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## MARKING SCHEME

English Language and Literature (Code No. 184)

CLASS-X (2024-25)

SECTION A- 20 marks		
Reading		
QNO		MARKS
1.	Passage 1	10 marks
i.	<p><b>Tone</b> – Informative / objective / formal / appreciative</p> <p><b>Rationalization</b> - Writer - presented factual information about the historical use of Saffron - its medicinal properties, without any particular emotional or subjective bias.</p>	$\frac{1}{2} + \frac{1}{2}$
ii.	(C) Saffron is considered to be the most valuable spice, similar to how gold is valued among metals.	1
iii.	<p><b>(Any Two Value Points)</b></p> <ul style="list-style-type: none"> <li>• Being used since ages in various foods made for the royals and elites/ Forms the backbone of several iconic dishes from around the world</li> <li>• Contains medicinal properties.</li> <li>• Has strong aroma and unique flavour.</li> <li>• Has high retail value because of labour-intensive harvesting methods.</li> </ul>	1 + 1
iv.	(B) widely recognised	1
v.	<p><b>(Any Two Value Points)</b></p> <p>hand-picking / drying over charcoal fires/spread on trays/ forty hours of labour</p>	1 + 1
vi.	True	1
vii.	(C) Due to its labour - intensive cultivation process and its relatively low yield per plant.	1
viii.	<p><b>(Any Two Value Points)</b></p> <ul style="list-style-type: none"> <li>• Beetroot and pomegranate are used as adulterants to enhance red colour of Saffron</li> <li>• because of its high price, adulteration is quite common</li> <li>• silk fibres, oil or wax – used to add bulk</li> <li>• Powdered saffron can be adulterated with turmeric and paprika</li> </ul>	$\frac{1}{2} + \frac{1}{2}$

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<b>2.</b>	<b>Passage 2</b>	<b>10 Marks</b>
<b>i.</b>	<b>(Any Two Value Points)</b> <ul style="list-style-type: none"> <li>• Soft and smooth texture</li> <li>• Feels comfortable on skin</li> <li>• Absorbs, releases moisture</li> </ul>	<b>1 + 1</b>
<b>ii.</b>	(A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion	<b>1</b>
<b>iii.</b>	<b>(Any One Value Point)</b> <ul style="list-style-type: none"> <li>• Labour-intensive cultivation.</li> <li>• Limited production due to natural factors.</li> <li>• Specialized knowledge, expertise required.</li> <li>• Careful selection for superior quality.</li> </ul>	<b>1</b>
<b>iv.</b>	China and India	<b><math>\frac{1}{2} + \frac{1}{2}</math></b>
<b>v.</b>	This makes the production limited/cost high/ (any other correct response to be accepted )	<b>1</b>
<b>vi.</b>	<b>(Any One Value Point)</b> <ul style="list-style-type: none"> <li>• easily damaged as it loses 20% strength when wet</li> <li>• moderate to poor elasticity</li> <li>• weakened when exposed to sunlight</li> <li>• if dirty – attacked by insects</li> </ul>	<b>1</b>
<b>vii.</b>	Karnataka produced the most amount Uttar Pradesh produced the least amount.	<b><math>\frac{1}{2} + \frac{1}{2}</math></b>
<b>viii.</b>	...production of 1 kg of silk	<b>1</b>
<b>ix.</b>	It requires specialized knowledge / expertise by skilled artisans and craftsmanship.	<b>1</b>
<b>SECTION B – 20 marks</b>		
<b>Grammar and Creative Writing Skills</b>		
<b>GRAMMAR</b>		<b>10 Marks</b>
<b>3.</b>	Any ten out of twelve questions to be attempted/marked. (Full credit 1 mark for correct answers) (No partial credit )	<b>10 x 1 = 10</b>
<b>i.</b>	Considering	<b>1</b>
<b>ii.</b>	trapping – trapped	<b>1</b>

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iii.	Yukti asked Sanjay if/whether that restaurant served good South Indian food	1
iv.	(B) If she was sure she could manage.	1
v.	Migrate	1
vi.	ERROR – Much CORRECTION – More/ Something	1
vii.	(C) between – among	1
viii.	(C ) enjoyed	1
ix.	She had finished the project the day before/ the previous day	1
x.	(B) will be held	1
xi.	(B) ensure	1
xii.	ERROR – upto CORRECTION - into	1
	<b>WRITING SKILLS</b>	<b>10 Marks</b>
4.	<b>Formal Letter Writing - Any one from (a) and (b) to be attempted</b>	<b>5</b>
a.	<p><b>Format</b> – 1 mark (no mark for format alone if content is irrelevant or missing, full credit of 1 mark if all aspects are mentioned. Partial credit of ½ mark if one or two aspects are missing No credit if more than two aspects are missing</p> <p><b>Organisation of ideas</b> – 1 mark (effective style, orderly sequence, paragraphed structure and formal tone and vocabulary)</p> <p><b>Accuracy</b> – 1 mark (spelling, punctuation and grammar)</p> <p><b>Content</b> – 2 marks (Any two value points)</p> <ul style="list-style-type: none"> <li>➤ <b>Topic Introduction</b> - Identification of high crime areas</li> <li>➤ <b>Problem</b> – Women and elderly people feel scared to navigate/ to get robbed / physical attack</li> <li>➤ <b>Suggestive measures</b> – Regular police patrolling / prompt and strict action against defaulters/ installation of CCTV cameras</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	1+1+1+2
	<b>OR</b>	
b.	<p><b>Format</b> – 1 mark (no mark for format alone if content is irrelevant or missing, full credit of 1 mark if all aspects are mentioned. Partial credit of ½ mark if one or two aspects are missing No credit if more than two aspects are missing</p> <p><b>Organisation of ideas</b> – 1 mark (effective style, orderly sequence, paragraphed structure and formal tone and vocabulary)</p>	1+1+1+2

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	<p><b>Accuracy</b> – 1 mark (spelling, punctuation and grammar)</p> <p><b>Content</b> – 2 marks (Any two value points)</p> <p><b>Introduction of Topic</b> – New technologies – paved their way into every aspect of our lives</p> <p><b>Effect</b> – Revolutionized our lives/work/communication e.g. WiFi, AI, Bluetooth, Drones etc.</p> <p>Benefits / Risks – Speedy and more efficient work / Privacy invasion, Cyber crimes</p> <p><b>(Any other relevant point to be accepted)</b></p>	
<b>5.</b>	Analytical Paragraph Writing - Any one from (a) and (b) to be attempted.	<b>5</b>
<b>a.</b>	<ul style="list-style-type: none"> <li>• <b>Organisation of ideas</b> – 2 (effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary, <b>Linking words and phrases like:</b> however, in addition to, in contrast to, therefore etc. should be included)</li> <li>• <b>Accuracy</b> – 1 (spelling, punctuation and grammar)</li> <li>• <b>Content</b> – 2 marks</li> </ul> <p>Full credit of 2 marks for all value points given in the question Partial credit of 1 mark if only two value points are given</p> <ul style="list-style-type: none"> <li>➤ At least any two value points from those given below to be included –</li> <li>➤ E-Learning – Accessible, anytime, anywhere ; At your own pace ; no travel cost, saves time</li> </ul> <p align="center">VS</p> <ul style="list-style-type: none"> <li>➤ Classroom Learning – same place, same time ; caters to the needs of the class ; transportation cost and time consuming</li> </ul>	2+1+2
	OR	
<b>b.</b>	<p><b>Organisation of ideas</b> – 2 (effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary, <b>Linking words and phrases like:</b> however, in addition to, in contrast to, therefore etc. should be included)</p> <ul style="list-style-type: none"> <li>• <b>Accuracy</b> – 1 (spelling, punctuation and grammar)</li> <li>• <b>Content</b> – 2 marks</li> </ul> <p>Full credit of 2 marks for all value points given in the question Partial credit of 1 mark if only two value points are given</p> <ul style="list-style-type: none"> <li>➤ At least any two value points from those given below to be included –</li> </ul> <p>Electronic device that can store and process information</p>	2+1+2

	<p>makes life easy and simple</p> <p>physical description – monitor, keyboard, CPU and mouse</p> <p>computer technology used in all fields – education, medicine, commerce and entertainment</p>	
	<b>SECTION C</b> <b>Literature Textbook and Supplementary Reading Text</b>	<b>40 Marks</b>
<b>6.</b>	<b>Answer the questions for any one from the given two extracts (a) and (b).</b>	<b>5</b>
<b>a.</b>		
<b>i.</b>	(C) There was a hailstorm	<b>1</b>
<b>ii.</b>	Devastated	<b>1</b>
<b>iii.</b>	<p>(Any Two Value Points)</p> <ul style="list-style-type: none"> <li>• All his effort put in the field had gone in vain.</li> <li>• The storm had destroyed his cornfields.</li> <li>• He will not be able to earn any money as the crops were destroyed.</li> </ul>	<b>1+1</b>
<b>iv.</b>	A few leaves would have been left	<b>1</b>
	<b>OR</b>	
<b>b.</b>		
<b>i.</b>	<p>(Any One Value Point)</p> <ul style="list-style-type: none"> <li>• Anil was careless/casual/generous about his money.</li> <li>• Anil did not seem to bother about little profit made by Hari Singh.</li> <li>• Anil was being helpful by not disclosing the fact that he knew about the profit being made by Hari Singh</li> </ul>	<b>1</b>
<b>ii.</b>	(C) That he would be able to accomplish a lot if he gets educated.	<b>1</b>
<b>iii.</b>	<ul style="list-style-type: none"> <li>• Anil promised to teach him how to cook, write his name, whole sentences and add numbers.</li> <li>• The narrator felt grateful for the opportunity to learn, believing that once he could write like an educated man, there would be no limit to what he could achieve</li> </ul>	<b>1 +1</b>
<b>iv.</b>	profit	<b>1</b>
<b>7.</b>	<b>Answer the questions for any one from the given two extracts (a) and (b).</b>	<b>5</b>
<b>a.</b>		
<b>i.</b>	<p>(Any One Value Point)</p> <ul style="list-style-type: none"> <li>• It is a term of endearment or affection.</li> <li>• It suggests a close relationship or familiarity between the speaker and the person they are addressing</li> </ul>	<b>1</b>
<b>ii.</b>	<p>(Any Two Value Points)</p> <ul style="list-style-type: none"> <li>• The “yellow hair” mentioned in the poem is likely symbolic of physical beauty or attractiveness</li> </ul>	<b>1+1</b>

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	<ul style="list-style-type: none"> <li>The religions man suggests it not to be the basis of God's love.</li> <li>Youth considers it to be a reason for loving someone</li> </ul>	
<b>iii.</b>	Selfless	<b>1</b>
<b>iv.</b>	1 mark to be awarded to all students who attempt this question as the options given do not contain the correct answer.	<b>1</b>
	<b>OR</b>	
<b>b.</b>		
<b>i.</b>	Oxymoron – In his quiet rage / Metaphor – pads of velvet quiet / Repetition – quiet / Alliteration – stress, should, stripes, shadow / Imagery – lurking, sliding / <b>Personification</b>  <b>1 mark for identification and 1 mark for naming the figure of speech</b>	<b>1 + 1</b>
<b>ii.</b>	<b>(Any One Value Point)</b> Soft, restless, restrained, smooth, stealthily	<b>1</b>
<b>iii.</b>	(B) both subdued and angry.	<b>1</b>
<b>iv.</b>	(B) Along the sand, the people All turn and look one way They turn back on the sand They look at the sea all day	<b>1</b>
<b>8.</b>	<b>Answer any Four of the following five questions in 40- 50 words.</b>  <b>Content – 2 Marks</b> <b>Expression – 1 Mark (Effective style, coherence/cohesion)</b>	<b>4 X 3 = 12</b>
<b>i.</b>	<b>(Any Two Value Points)</b> <ul style="list-style-type: none"> <li>Spent hours shuffling a rubber ball like a soccer player/ splashing water / dribbling and throwing ball with powerful flick of his neck.</li> <li>He lay on this back and juggled small objects between his paws</li> <li>Invented his own game with a ping pong ball , marble game</li> </ul> <b>(Any other relevant point to be accepted)</b>	<b>2 +1</b>
<b>ii.</b>	<b>(Any Two Value Points)</b> <ul style="list-style-type: none"> <li>Bodhidharma, an ancient Buddhist ascetic - cut off his eyelids because he felt sleepy during meditations.</li> <li>Ten tea plants grew out of these eyelids.</li> <li>The leaves of these plants when put in hot water and drunk, banished sleep.</li> </ul> <b>(Any other relevant point to be accepted)</b>	<b>2 +1</b>
<b>iii.</b>	<b>(Any Two Value Points)</b> <ul style="list-style-type: none"> <li>From his Comrades in struggle - saw men and women risk and give their lives for freedom.</li> </ul>	<b>2 +1</b>



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	<ul style="list-style-type: none"> <li>• He saw them stand up to attacks and torture without breaking down, showing strength and resilience.</li> <li>• Courage is not the absence of fear but to conquer it</li> </ul> <p>(Any other relevant point to be accepted)</p>	
<b>iv.</b>	<p><b>(Any Two Value Points)</b></p> <ul style="list-style-type: none"> <li>• When a bear attacks its prey - catches hold of it - crushes it really hard as if killing it.</li> <li>• Then the bear gives it another hug to crush it completely.</li> <li>• The hug is not out of love, but one of death.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>v.</b>	<ul style="list-style-type: none"> <li>• When the crow shakes down dust of snow, it changes the poets mood</li> <li>• Snow shook off his sadness and depression/ left him happy for the day</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>9.</b>	<p><b>Answer any Four of the following five questions in 40- 50 words.</b></p> <p><b>Content – 2 Marks</b>  <b>Expression – 1 Mark (Effective style, coherence/cohesion)</b></p>	<b>2 X 3 = 6</b>
<b>i.</b>	<p><b>(Any Two Value Points)</b></p> <ul style="list-style-type: none"> <li>• Mrs. Pumphrey's overindulgence – over pampering, overfeeding Reluctance to impose discipline on Tricki reflects a common tendency among pet owners to spoil their animals without considering the consequences.</li> <li>• The absence of adequate exercise for Tricki emphasizes the importance of regular exercise for pets and the impact of external factors on their well being.</li> <li>• It offers a critical examination of human behaviour towards animals and the need for responsible pet ownership</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>ii.</b>	<p><b>(Any Two Value Points)</b></p> <ul style="list-style-type: none"> <li>• A seemingly innocuous book containing nursery rhymes plays a pivotal role in saving the earth from destruction.</li> <li>• Martian invasion was prevented because of the book</li> <li>• The book, discovered by the inhabitants of a faraway planet, contains nursery rhymes from Earth's literature, which the aliens misinterpret as factual accounts of historical events.</li> </ul>	<b>2 +1</b>

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	<ul style="list-style-type: none"> <li>The misunderstanding arises when the aliens lacking knowledge of Earth's culture and language, mistake the nursery rhymes for an accurate depiction of human history.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	
<b>iii.</b>	<p>(Any Two Value Points)</p> <ul style="list-style-type: none"> <li>Griffin undergoes significant character development. Once a figure consumed by his desire for power and dominance through invisibility, Griffin, later, grappled with the consequences of his actions.</li> <li>He navigates a world where his once extraordinary abilities became a burden, leading him to confront the moral implications of his scientific pursuits.</li> <li>Examples from text how he indulges in many harmful activities.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p>	<b>2 +1</b>
<b>10.</b>	<p><b>Answer any One of the following two questions in 100- 120 words.</b></p> <p><b>Content – 3 Marks</b>  <b>Expression – 2 Marks (Effective style, coherence/cohesion)</b>  <b>Accuracy – 1 Mark (Grammar, spellings and punctuation)</b></p>	<b>1 X 6 =6</b>
<b>a.</b>	<p>(Any Three Value Points – At least one value point each from Amanda and Valli)</p> <ul style="list-style-type: none"> <li>Amanda represents the longing for freedom – felt dominated, while her mother/parent/guardian, represents instructional control over freedom, this highlights the contrast.</li> <li>The poem conveys the moral that children need to be allowed more freedom. Excessive nagging may make them annoyed and disobedient and hence they may develop a type of dislike for real life.</li> <li>On the other hand, Valli - eight years old – has no friends – wanted to explore the world - mesmerized by the bus journey between her village and the city - started saving money for the bus fare.</li> <li>Planned her journey meticulously.</li> </ul> <p><b>(Any other relevant point to be accepted)</b></p> <p style="text-align: center;"><b>OR</b></p>	<b>3 + 2 +1</b>
<b>b.</b>	<p><b>(At least 1 mark each for both the chapters + 1 mark for conclusion)</b></p> <ul style="list-style-type: none"> <li>Berryman - beautifully describes a boy who has lost his ball - gave a lesson full a wisdom - everyone must learn to bear the pain</li> </ul>	<b>3 + 2 +1</b>

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	<p>associated with loss - need to learn the ways for bearing those losses - both material and human.</p> <ul style="list-style-type: none"><li>• ‘A Long Walk to Freedom’ by Nelson Mandela is about the struggle of freedom of South Africa. Mandela recalls the reason for this movement - black-skinned people exploited by the whites.</li><li>• While taking vow as the first black President, Mandela established democracy in the country - said there would be no discrimination henceforth.</li><li>• Conclusion - While the Ball Poem teaches us to accept loss and that suffering is a part of life, A Long Walk to Freedom, teaches us to fight for loss of freedom and suffering as a human right.</li></ul> <p><b>(Any other relevant point to be accepted)</b></p>	
<b>11.</b>	<p><b>Answer any One of the following two questions in 100- 120 words.</b></p> <p><b>Content – 3 Marks</b> <b>Expression – 2 Marks (Effective style, coherence/cohesion)</b> <b>Accuracy – 1 Mark (Grammar, spellings and punctuation)</b></p>	<b>1 X 6 = 6</b>
<b>a.</b>	<p><b>(Any Three Value Points)</b></p> <ul style="list-style-type: none"><li>• Horace planned the robbery in all details.</li><li>• A magazine article had described the house with all the rooms and mentioned the safe behind the painting.</li><li>• For 2 weeks, he studied the house, its rooms, electric wiring, path and its garden / knew the dog by name</li><li>• He had definite information that the two servants had gone to the movies.</li><li>• He came out from behind the garden wall.</li><li>• Packed his tools carefully on his back.</li><li>• Put on gloves, knew the hosuekeeper hung the key to the kitchen door on a hook inside. He took the key and opened the house.</li></ul> <p><b>(Any other relevant point to be accepted)</b> <b>OR</b></p>	<b>3 + 2 +1</b>
<b>b.</b>	<p><b>(Any Three Value Points)</b></p> <ul style="list-style-type: none"><li>• Matilda – borrowed the necklace from her friend – lost it – made sacrifices to return the necklace</li><li>• Led a miserable life – changed lodgings – rented a room in the attic – did menial work in the kitchen – took down the refuge to the street – clothed like an ordinary woman</li><li>• Mr. Loisel also worked hard for a merchant- did copying at 5 sous a page</li><li>• Took ten years to pay the debt incurred in buying a new necklace</li></ul>	<b>3 + 2 +1</b>

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	<ul style="list-style-type: none"><li>• Accidentally met her friend after ten years – was informed that the necklace was fake</li><li>• Realized – all her sacrifices were in vain</li></ul> <p><b>(Any other relevant point to be accepted)</b></p>	
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