2/1/1

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2023

SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (SUBJECT CODE J0280A) (PAPER CODE 2)

General Instructions: -

1	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.
2	**"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."**
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.**
4	The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, due marks should be awarded accordingly.
5	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.
6	Evaluators will mark (√) wherever answer is correct. For wrong answer CROSS 'X" be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. **This is the most common mistake which evaluators commit.**
7	If a question has parts, marks are to be awarded on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled and written in the left-hand margin and circled. **This must be followed strictly.**
8	If a question does not have any parts, marks must be awarded in the left-hand margin and circled. **This must be followed strictly.**
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note **"Extra Question"**.
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 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	**Ensure that you do not make the following common types of errors committed by Examiners in the past:-** ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totalling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totalling on the title page. ● Wrong totalling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for an incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
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 un assessed portion, non-carrying over of marks to the title page, or totaling 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 "**Guidelines for Spot Evaluation**" 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 totaled and written in figures and words.
18	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.

MARKING SCHEME
ENGLISH (Language and Literature)

SECTION A

(Reading) **(20 marks)**

Note:

(i) The Reading Section focuses on testing a candidate's ability to comprehend.

ii) Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.

1. Guidance

- 1 mark for correct answer
- No partial credit

1. Value Points:

(i) (a) New snow or rain

(ii) when more than a foot of snow falls avalanches can be predicted. It allows them to be on a lookout and take preventive measures

(iii) any 2 of the following options:

Earthquake / avalanche / explosions / snowmobiles/ skiers/ gunshots

(iv) (a) tiny

(v) (a) People caught in the avalanche can try to swim to the top.

(vi) (a) gather/disperse

(vii) (d) Plastic waste

(viii) in places where massive snow builds up (to trigger smaller avalanches that don't pose too much danger).

(ix) (a) likely to cause death

(x) Avalanches

2. Guidance

- 1 mark for correct answer
- No partial credit

2. Value Points:

(i) The cost of solving or reducing traffic congestion is enormous.

(ii) (c) 1 and 2

(iii) peak, **(1 mark to be awarded to any relevant word from the passage because there is no answer in para 5).**

(iv) the environment

(v) traffic congestion

(vi) (d) 1 and 3

(vii)

- Higher in 2019
- Went down in 2020
- Slight increase in 2021 and further increase in 2022

For visually impaired

(vii) Proper implementation of corrective measures by citizens

(viii) Population increase, people find it easier and comfortable to travel by their own vehicles and by road. (award 1 mark for any 1 or a combination of reasons.

(ix) (b) adverse.

(x) thought / wondered (any other synonym may be accepted)

SECTION B 20 Marks

(Grammar and Creative Writing Skills)

- **Award 1 mark for complete answer**

2/1/1

- **No partial credit**

3.

(i) (b) speaks

(ii) (a) is

(iii) she did not have it right then but she would arrange it for him.

(iv) (c)

Error	Correction
Can	Could

No mark to be deducted if the format is not given

(v) (d) has been suffering

(vi) (a) ate

(vii) her exams were approaching

(viii)

Error	Correction
Continues	Continue

No mark to be deducted if the format is not given

(ix) Randeep where he was going

(x) (c) Always

(xi) (d) he was going in that direction

(xii) (c)

Error	Correction
Destination	Destinations

No mark to be deducted if the format is not given

4. Creative Writing Skill Letter 5

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
Format Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted -*Yours truly*–editor & *Yours sincerely*- formal /business)			

FORMAT – 1 mark

NOTE - full credit if all aspects included. Partial credit (½ mark) if one / two aspects are missing. No credit if more than two aspects are missing.

If there is no content in a letter, no marks are to be awarded for format.

NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are to be awarded at **a level lower**.

CONTENT – 2 marks

Value Points

The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.

2 marks

- ✓ All points included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

½ mark

- ✓ Most of the points of the given task notincorporated
- ✓ Limited awareness of task development

ORGANISATION OF IDEAS
1 mark

1 mark-- **Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, andending
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

½ mark – Limited display of listed parameters.

- Inconsistent style, expression sometimes awkward, layoutbarely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a generaloverall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

ACCURACY -1 mark

2/1/1

1 mark • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication. **½ mark** • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. **No credit** • Frequent errors in spelling, punctuation and grammar, impeding communication.

5 **ANALYTICAL PARAGRAPH WRITING** **5 marks**

ANALYTICAL PARAGRAPH WRITING
Content -2 Organisation of ideas -2 Accuracy 1
NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.
CONTENT – 2 marks
2 marks ✓ All points included ✓ Well-developed with sustained clarity **1½ marks** ✓ Almost all points incorporated ✓ Reasonably well-developed **1 mark** ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response **½ mark** ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development
ORGANISATION OF IDEAS -2 marks
2 marks • Highly effective style capable of conveying the ideas convincingly • Carefully structured content with an organised single paragraph, presented cohesively. • Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.
1 ½ marks • Frequent clarity of expression most of the times. • Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas. • Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.

1 mark • Inconsistent style, expression sometimes awkward. • Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion. • Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.
½ mark • Expression unclear. • Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas. • Very limited vocabulary or copying from the question.
ACCURACY-1 mark
1 mark ✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. **½ mark** ✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. **No credit** ✓ Frequent errors in spelling, punctuation and grammar, impeding communication.

Section C (40 Marks)

(Literature)

6. Guidance:

- **One mark for each correct answer**
- **No partial credit**

Reference to context **1×5=5**

6. (a) Value Points:

(i) has everything

(ii) (d) she craves for a true friend.

(iii) (c) common everyday things

(iv) everything

(v) (b) to do something willingly

OR

(b) Value Points:

(i) (c) she was in a state of panic

(ii) spirits / the scientist (Griffin)

(iii) furniture (the word 'her' is missing in 2/1/1, no mark to be deducted for lack of a determiner here)

(iv) (d) 1 and 6

(v) (a) ghosts

7. Guidance:

- **One mark for each correct answer**
- **No partial credit**

7. Reference to context **1×5=5**

(a) Value Points:

(i) (a) tears

(ii) False

(iii) (d) beginner

(iv) smiling of the hyena and the crying of the crocodile

(v) (c) It rhymes and adds humour.

OR

(b) Value Points:

(i) stripes of a tiger

(ii) quiet

(iii) (d) paws

(iv) True

(v) (a) to catch its prey

8. Answer any *four* of the following. ***4×3=12***

Guidance:

Content: **Award 2 marks for complete answer**

Award 1 mark for partial answer

Expression - **1 mark if answer organised effectively**
Deduct ½ mark if more than 3 grammatical / spelling Mistakes

(a) **Value Points:**

- Pranjol – either read detective stories or listened to Rajvir. Rajvir enjoyed greenery outside and shared his knowledge about tea with Pranjol.
- Pranjol had lived in the tea garden since childhood so he was not very interested – Rajvir found the experience unique and exciting.

(b) **Value Points:**

who - Postmaster read

i. became serious – impressed with Lencho's faith in God

ii. decided to help him

iii. asked for and collected contribution from post office employees – himself – put it in envelope with a letter with God written.

(any two of these three will be accepted)

(c) **Value Points:**

where - Located midway between Mysore and coastal town of Mangalore

i. people fiercely independent

ii. brave

iii. martial traditions

iv. very hospitable.

v. people of Greek and Arab descend

(any two of these five will be accepted)

(d) Ballad – a song or poem that tells a story of courage or heroism. Dragon – courageous but is also cowardly in a humorous way. The use of humour in the poem is a deviation from tradition. Hero not brave but coward.

(e) Everything in this world is transitory. One can find peace after accepting the truth of life and giving up all sorts of selfishness.

9. Answer any *two* of the following: 2 × 3=6

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression - 1 mark if answer organised effectively
Deduct ½ mark if more than 3 grammatical / spelling Mistakes

(a) **Value Point:**

Anil was a kind man/ He wanted to give a second chance to Hari/ Anil knew this will fill Hari's heart with faith in goodness otherwise he would have become a hardened criminal.

(any two will be accepted)

(b) **Value Point:**

Believed Ebright to be competitive in a good sense / was hard working / put in extra efforts in everything he did / not interested in Prizes/ good at managing time.

(any two will be accepted)

(c) **Value Point:**

- Advised Mrs Pumphrey to give dog less to eat / cut down on sweets / give him plenty of exercise. **(any two will be accepted)**

- Mrs Pumphrey agreed but didn't act on it.

10. **Answer any *one* of the following in about 100-120 words.** ***6***

Content 3 Expression 2 Accuracy 1

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

Descriptors for Content (with reference to value points) – 3 marks

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

Descriptors for Expression (Coherence and Cohesion) – 2 marks

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for

- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

Descriptors for accuracy – 1 mark

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

(a) **Value Points:**

Valli was discreet, wanted to do the bus ride without her mother's knowledge, planned meticulously – watched the bus, its schedule, listened to people's conversation about their journey – fare — saved — money collected 60 paise. Resisted temptation to spend money (Any other relevant point)

(b) **Value Points:**

Death is common to all – Kisa's only son died – could not accept – asked for help – approached Buddha – asked her to procure handful of mustard seeds – condition – should bring seeds from a house where no one has ever died – could not find any such house – disappointed – watched city lights flickering – realised that death is inevitable. (Any other relevant point)

11. **Answer any *one* of the following in about 100-120 words.** ***6***

2/1/1

Content 3 **Expression 2** **Accuracy 1**

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

Descriptors for Content (with reference to value points) – 3 marks

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

Descriptors for Expression (Coherence and Cohesion) – 2 marks

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning

2/1/1

- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

Descriptors for accuracy – 1 mark

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.
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(a) **Value Points:**

Education gave Bholi the confidence to reject the marriage on hearing demands of dowry. Importance of education in one's life – the transformation – change in the quality of life. Bholi received encouragement from a teacher – got good education

Bishambar's greed – Bholi's courage to reject greedy demands – bold step – confidence. (Any other relevant point)

(b) **Value Points:**

Money is responsible for not only bringing happiness but also misery – greed leads to destruction – essential to be satisfied with what one gets – Mrs. Loisel wanted lavish life – borrowed necklace from friend – lost it – Loisels spent all their savings and 10 years to repay the loan taken to replace the lost necklace – all this because of her overambitious nature. (Any other relevant point)