

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2024
SUBJECT NAME ENGLISH LANGUAGE AND LITERATURE) (184)
(Q.P. CODE – 2/2/2)

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, the 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, 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 may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also 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 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).This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiners in the past:-</p> <ul style="list-style-type: none"> ● 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 totaling on the title page. ● Wrong totaling 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 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 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 “ 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 totalled 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)		
1.	Discursive passage	10
(i)	(B) Renewable energy sources are inexhaustible whereas alternative energy sources could be exhaustible.	(1)
(ii)	Assertive / Optimistic / Encouraging – positivity of the writer about increased demand of alternative energy sources - alternative energy - less expensive - hopeful of alternative energy sources being used on a larger scale in place of renewable energy - low environmental impact (any other correct answer may be accepted)	(2)
(iii)	the equipment necessary to harness energy from alternative sources was expensive/not practical for consumer use	(1)
(iv)	(b) exhaustible and inexhaustible (e) sustainable and exhaustible	(1)
(v)	Wind energy – versatile - can be produced from small-scale wind mills / wind turbines to large-scale offshore wind farms.	(1)
(vi)	Geothermal electricity - underground reservoirs whereas hydroelectricity produced in water dams.	(2)
(vii)	(C) There are plenty of renewable energy sources that can be used to replace traditional energy sources	(1)
(viii)	True	(1)
2.	Case based passage	10
(i)	of its great taste and good qualities.	(1)
(ii)	opinion, subjective judgement	(1)

(iii)	- lack of cheap transportation - trade agreements - enhance productivity (any two)	(1)				
(iv)	Bahrain, USA and Kuwait	(1)				
(v)	India exports only 2 percent to USA due to high transportation cost (due to sea route distance) and limited shelf life of mangoes.	(1)				
(vi)	(B) solutions	(1)				
(vii)	conducive to growing mangoes / climate suitable for mango production / more land dedicated to mango production (any other suitable response may be accepted.)	(2)				
(viii)	(C) India is the largest producer of mangoes and by putting in more efforts, has the potential to be the largest exporter too.	(1)				
SECTION B (Grammar)						
(10 Marks)						
3.	Any ten out of twelve questions to be attempted / marked	10				
	Full credit – 1 for correct answer. No partial credit of $\frac{1}{2}$ mark, for any question in this section :					
(i)	Delivering	(1)				
(ii)	<table border="1"> <thead> <tr> <th>Error</th> <th>Correction</th> </tr> </thead> <tbody> <tr> <td>Must</td> <td>can</td> </tr> </tbody> </table>	Error	Correction	Must	can	(1)
Error	Correction					
Must	can					
(iii)	Akshat asked Swati if / whether the organizers had offered her any discount.	(1)				
(iv)	Since no given option is correct one bonus mark to be given to any student who has attempted the question.	(1)				
(v)	Who	(1)				
(vi)	<table border="1"> <thead> <tr> <th>Error</th> <th>Correction</th> </tr> </thead> <tbody> <tr> <td>changed</td> <td>changing</td> </tr> </tbody> </table>	Error	Correction	changed	changing	(1)
Error	Correction					
changed	changing					

(vii)	Error	Correction	(1)
	Are	is	
(viii)	(C) began		(1)
(ix)	her family had been busy with preparations for the past two months.		(1)
(x)	(A) improve user experience		(1)
(xi)	(B) Lined with		(1)
(xii)	Error	Correction	(1)
	developments	development	
SECTION B (Writing Skills)			
(10 Marks)			
4.	Any one from (a) or (b) to be attempted		5
(a)	<p>Formal Letter Writing (For both a and b)</p> <p>Format – 1 mark – full credit if all aspects included. Partial credit ($\frac{1}{2}$ mark) if one/two aspects are missing. No credit if more than 2 aspects are missing.</p> <p>Content – 2 marks</p> <p>Organisation of ideas – 1 mark (effective style, orderly sequence, paragraphed structure and formal tone)</p> <p>Accuracy – 1 mark (vocabulary, spelling, punctuation and grammar)</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> - waste management – need of the hour - segregation of waste in recyclable / non recyclable - repeated requests by authorities - ignored by offenders - penalty to those who don't follow rules - need to create awareness <p>(any other correct point maybe given due weightage)</p>		
	OR		
(b)	<p>Long power cuts</p> <p>Suggestive Value Points</p>		

	<ul style="list-style-type: none"> - inconvenience specially to students, elderly and patients - erratic supply – a regular phenomenon - damages appliances - hampers daily routine chores <p>Suggestions</p> <ul style="list-style-type: none"> - pre information of power cuts, fewer electric cuts, balanced power supply <p>(any other correct point maybe given due weightage)</p>	
5	Any one from (a) or (b) to be attempted	5
	<p>Organisation of ideas – 2 marks, (effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary.)</p> <p>Accuracy – 1 mark (spelling, punctuation and grammar.)</p> <p>Content – 2 marks</p> <p>Four trends and points included and well developed with sustained clarity.</p>	
(a)	<p>Suggestive Value points</p> <p>Climate change – impact on agriculture – a matter of concern</p> <ul style="list-style-type: none"> - affects availability, access and absorption <p>Analysis of data</p> <ul style="list-style-type: none"> - has a negative impact on rice, wheat, maize, sorghum and fresh water fish - has mixed affect on potato, ground nut, coconut, mustard and marine fish - has positive impact on gram, soyabean, onion and castor <p>(proper use of connecting words)</p> <p>Possible causes</p> <ul style="list-style-type: none"> - deforestation, global warming, exploitation of resources <p>(any (any other correct point maybe given due weightage)</p>	
(b)	<p>Suggestive Value points</p> <p>Introduction of topic</p> <p>Dropping out of school – a universal evil</p> <p>Analysis</p> <ul style="list-style-type: none"> - reasons for dropout - maximum dropout and minimum dropout 	

	- varies from country to country / state to state Assessment Most common reason was I did not like school. However the least common reason was the work was too easy (any other correct point maybe given due weightage)	
SECTION C: (Literature Textbook and Supplementary Reading Text) (40 Marks)		
6.	Any one of (a) or (b) to be attempted	5
(a)	Reference to Context – Prose	
(i)	Rajvir - loved to read (detective stories) - had not seen so much greenery before - was appreciative of nature (any one)	(1)
(ii)	False	(1)
(iii)	Rajvir lived in Delhi and - had never seen natural greenery and beauty of nature - found the view of the tea gardens to be magnificent - loved the backdrop of densely wooded hills as opposed to the concrete city life (any two)	(2)
(iv)	tea pluckers / tiny people	(1)
	OR	
(b) i)	(D) He had no money to take admission in school	(1)
(ii)	felt lonely and sad at the thought of cheating Anil	(1+1)
(iii)	Hari Singh - knew the importance and contribution of education - could help him to make a good living.	(1)
(iv)	True	(1)
7.	Any one of (a) or (b) to be attempted	5
(a)		
(i)	Camouflage / Changeability (any other correct word should be	(1)

	accepted)	
(ii)	a chameleon - very similar to a lizard but not a lizard.	(1)
(iii)	(B) Playful	(1)
(iv)	– humorous - informative language – simple and easy to understand - reference to rhyme’s, rhythm and figure speech (any two)	(2)
(b) (i)	Personification	(1)
(ii)	- depicts the change in the society - women defeated patriarchy - ruling the space - poem ends in the victory of movement	(2)
(iii)	(C) emphasize on listening carefully as a change is about to take place.	(1)
(iv)	restless / confused / apprehensive / doubtful (any other correct answer should be accepted).	(1)
8	Any four out of five questions to be attempted in 40-50 words each	4×3=12
	Content – 2 marks (any two relevant points be to accepted) Organisation – 1 mark (1/2 mark to be deducted for accuracy from the overall credit of response / if error density is high – more than total of 2 spelling and / or grammatical errors)	
(i)	- idea of answering Lencho’s Letter - wanted to help - asked for money from his employees / friends - gave part of his salary - was able to send 70 pesos to Lencho along with a letter (any two)	(3)
(ii)	Initial attempts - was afraid to fly - legs sank into sea - screamed with fear During his first flight - completely forgot his past fears - his first flight (successful) ended with him floating on the sea.	(3)

	(any two)	
(iii)	Amanda imagines herself to be an orphan - fed up of being watched / nagged by parents continuously - would have enjoyed her freedom bare feet on the sand - craves / longs for a peaceful life / freedom / silence / space - yearns for freedom, silence and space (any two)	(3)
iv)	Baking - a profitable profession in old days - he, his family and his servants - happy and prosperous	(3)
v)	- humorous	
	- followed a storyline	
	- had a non standard language	
	- narrative	
	irony - in the being and end	(3)
9.	Answer two of three short answer questions in 40-50 words each	2x3=6
	Content – 2 marks Organisation – 1 mark The given detailed reference points can be drawn upon to structure the desired response.	
i)	Tricki seriously ill – Mrs. Pumphrey worried – admitted him into Mr. Herriot’s clinic - Mr. Herriot and friends enjoyed food sent by Mrs. Pumphrey for Tricki (eggs, bottle of wine) (any two points)	(3)
ii)	mother – his only companion - took him on trips to encourage him - bought him microscope and other equipments / gave him problems to solve / got him the Book ‘The Travels of Monarch X’ - wrote to Dr. Urquhart to guide her son (any two points)	(3)
iii)	- found old book ‘Mother Goose’-frightened - interpreted rhymes in his own way - concluded earthlings more powerful / advanced / had sharper ears / could grow crops of rare metals like Silver / could grow high explosives - called his crew members back	(3)

	(any two points)	
10.	Any one of two long answer questions to attempted in 100-120 words each	6
	First Flight Content – 3 marks Expression – 2 marks Accuracy – 1 mark	
a)	Valli - strong desire to travel by bus - favorite pastime - sight of a bus arriving and departing - meticulous planning - had courage to travel alone → Mandela's vision – fought apartheid - to create a society with no discrimination / racism / segregation - took the vow as the first black President of South Africa Insight – courage / meticulous planning / passion / determination – helps you in achieving vision	
	OR	
b)	Start as given in instructions 'The Ball Poem' – boy loses ball / sad / immersed in sorrow / grown up in process death – inevitable, acceptance of death comparison – awareness of cycle of life – acceptance – inevitability of death – The Buddha's message referring the above points (any other correct answer should be accepted).	
11.	Answer one of two long answer questions in 100-120 words each	6
	Content – 3 marks Expression – 2 marks Accuracy – 1 mark	
a)	- misused his power – endangered other's lives / illegal acts (examples from the text) realisation – takes responsibility - feels guilt and remorse - wants to use this knowledge for betterment of mankind	
	OR	
b)	Matilda - a vain person – married to clerk – wanted to lead rich and luxurious life - dissatisfied with life - borrowed necklace for attending ball / necklace lost / suffered great losses character maturation - humbled	

