

<b>Marking Scheme</b> <b>Strictly Confidential</b> <b>(For Internal and Restricted use only)</b> <b>Secondary School Examination, 2023</b> <b>SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (SUBJECT CODE J0280B)</b> <b>(PAPER CODE 2)</b>	
<b><u>General Instructions: -</u></b>	
<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 with 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>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.</b>
<b>4</b>	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.
<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. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is the most common mistake which evaluators commit.</b>
<b>7</b>	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. <b>This must be followed strictly.</b>
<b>8</b>	If a question does not have any parts, marks must be awarded in the left-hand margin and circled. <b>This must be followed strictly.</b>
<b>9</b>	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 <b>“Extra Question”</b> .
<b>10</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
<b>11</b>	A full scale of marks _____(example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. <b>Please award full marks if the answer deserves it.</b>

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><b>Ensure that you do not make the following common types of errors committed by examiners in the past:-</b></p> <ul style="list-style-type: none"> <li>● Leaving answer or part thereof unassessed in an answer book.</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 book 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 an 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 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 “ <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 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 Term**

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

**1. Value Points**

**1×10=10**

- (i) **(d) – it does not contain agricultural chemicals**
- (ii) (c) - caution
- (iii) because demand overtook supply
- (iv) chemicals (or pesticides) are not used while growing organic food / organic food is costlier than non-organic food.
- (v) reduces chances of developing diseases(heart disease/cancer) / safer and healthier
- (vi) bacteria from dirty hands can contaminate both organic and non-organic food.
- (vii) **(b) there is no confirmed evidence**
- (viii) because it was initially /originally locally grown
- (ix) washing (hands/produce/food) before eating
- (x) special labels

- **1 mark for correct answer**
- **No partial credit**

**2. Value Points**

**1×10=10**

- (i) **vast blanket of pollution**
- (ii) (a) I, II, III
- (iii) potential
- (iv) (c) – There has not been enough time to determine that
- (v) **Does** - ash/acid rain/ reduced sunlight/ aerosols / population bloom / depletion of forest cover  
**Does not** - organic farming/ tree cover / free cover/good monsoon (Does not) etc. ( $\frac{1}{2} + \frac{1}{2}$ )
- (v) **For Visually Impaired candidates only**– acid rain/depletion of forest cover/ pollution/ haze etc.
- (vi) (a) worsen
- (vii) **consequences / result**
- (viii) India, China, Indonesia
- (ix) continue
- (x) (a) 1. Impact of pollution in South Asia  
2. Effects of Acid rain  
3. Understanding consequences of Haze  
4. Debate over droughts

**SECTION B**

**Grammar and Creative Writing Skills (20 marks)**

**3.**

**1×10=10**

**Note:**

- **award 1 mark for complete answer**
- **no partial credit**

**Value Points:**

- (i) **(c) would / note: if no option is provided (marks should be awarded)**
- (ii) that he would report every morning at 7 am sharp
- (iii) (b) from
- (iv) (a) drove (error), drives (correction)

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- (v) (b) but he also
- (vi) listed
- (vii) (d) were**
- (viii) informations (error), information (correction)

**Note: no marks are to be deducted if the child does not use the format**

- (ix) (d) he had run out of money.
- (x) (c) is
- (xi) (b) stand by
- (xii) (c) less

#### 4. Creative Writing Skills

<b>Letter</b>		<b>5 marks</b>	
Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
<b>Format</b> Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted - <i>Yours truly</i> –editor & <i>Yours sincerely</i> - formal /business)			
<b>FORMAT – 1 mark</b>			
<b>NOTE</b> - 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.			
<b>NOTE FOR GIVEN DESCRIPTORS---</b> Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at <b>a level lower</b> .			
<b>CONTENT – 2 marks</b>			
<b>Value Points</b>			
<b>The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.</b>			
<b>2 marks</b>			
✓ All points included			
✓ Well-developed with sustained clarity			
<b>1½ marks</b>			
✓ Almost all points incorporated			
✓ Reasonably well-developed			
<b>1 mark</b>			
✓ Some points incorporated			
✓ Fair attempt at developing ideas with some impact on clarity of response			
<b>½ mark</b>			
✓ Most of the points of the given task not incorporated			
✓ Limited awareness of task development			
<b>ORGANISATION OF IDEAS</b>			

<b>1 mark</b>
<p><b>1 mark-- Consistent to frequent display of the listed parameters.</b></p> <ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending</li> <li>• Carefully structured content with organised paragraphing presented cohesively.</li> <li>• Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul> <p><b>½ mark – Limited display of listed parameters.</b></p> <ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward, layout barely accurate.</li> <li>• Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.</li> <li>• 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.</li> </ul>
<b>ACCURACY -1 mark</b>
<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication.</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul> <p><b>No credit</b></p> <ul style="list-style-type: none"> <li>• Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>

5 **5 marks**

**ANALYTICAL PARAGRAPH WRITING**

<b>ANALYTICAL PARAGRAPH WRITING</b>
<b>Content -2 Organisation of ideas -2 Accuracy 1</b>
<b>NOTE FOR GIVEN DESCRIPTORS---</b> Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at a <b>level lower</b> .
<b>CONTENT – 2 marks</b>
<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>✓ All points included</li> <li>✓ Well-developed with sustained clarity</li> </ul> <p><b>1½ marks</b></p> <ul style="list-style-type: none"> <li>✓ Almost all points incorporated</li> <li>✓ Reasonably well-developed</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>✓ Some points incorporated</li> <li>✓ Fair attempt at developing ideas with some impact on clarity of response</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>✓ Most of the points of the given task not incorporated</li> <li>✓ Limited awareness of task development</li> </ul>
<b>ORGANISATION OF IDEAS -2 marks</b>
<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly</li> <li>• Carefully structured content with an organised single paragraph, presented cohesively.</li> <li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>

<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward.</li> <li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion.</li> <li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
<p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>• Expression unclear.</li> <li>• Poor sequencing of ideas but ideas related to the given topic</li> <li>• Very limited vocabulary or copying from the question.</li> </ul>
<b>ACCURACY-1 mark</b>
<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul> <p><b>No credit</b></p> <ul style="list-style-type: none"> <li>✓ Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>
<p><b>1 ½ marks</b></p> <ul style="list-style-type: none"> <li>• Frequent clarity of expression most of the times.</li> <li>• Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas.</li> <li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>

### Section C (40 Marks)

#### (Literature)

#### 6. Guidance:

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

**Reference to context**

**1×5=5**

**Attempt any *one* of the two extracts (A) and (B) given below :**

(A)

- |       |  |   |
|-------|--|---|
| (i)   | <b>all answers are correct. One mark should be awarded to all those who attempt.</b> | 1 |
| (ii)  | (b) only II  | 1 |
| (iii) | trait  | 1 |
| (iv)  | (d) she had inherited it.  | 1 |
| (v)   | (c) find it difficult to manage.   | 1 |

**OR**

(B)

- |       |  |   |
|-------|--|---|
| (i)   | (c) he didn't like him.                                  | 1 |
| (ii)  | (b) invisible  | 1 |
| (iii) | (d) The Amar Palace was completely destroyed by the fire | 1 |
| (iv)  | (c) he left muddy footprints                             | 1 |
| (v)   | (b) Griffin promised to behave himself                   | 1 |

**7. Guidance:**

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

**Reference to context**

**1×5=5**

7. Attempt any **one** of the two extracts (A) and (B) given below :

(A)

- |       |  |   |
|-------|--|---|
| (i)   | (d) Bengal Tiger   | 1 |
| (ii)  | repetition of same consonant sound (Here it is R- roaming round) | 1 |
| (iii) | True   | 1 |
| (iv)  | (a) irony  | 1 |
| (v)   | (b) discern  | 1 |

**OR**

(B)

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- |       |  |   |
|-------|--|---|
| (i)   | (a) patrolling cars                                | 1 |
| (ii)  | creates a musical effect/emphasises the brilliance | 1 |
| (iii) | (c) confinement and freedom.                       | 1 |
| (iv)  | (b) frustration                                    | 1 |
| (v)   | True   | 1 |

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:**

Bodhidharma, an ancient Buddhist monk, cut off his eyelids, felt sleepy during meditation, ten tea plants grew out of the eyelids, leaves fell in hot water, drove away sleep

**(b) Value Points:**

**What** - hoped for good rainfall

**Why**

- rain promised good yield
- crops only source of income.
- black clouds were approaching (any one)

**(c) Value Points:**

**What**

- risk of flying through dark, stormy clouds
- danger of accident, damage to plane (any one)

**Why**

- he wanted to enjoy English breakfast with his family.

(d) **Value Points:**

- felt suffocated
- controlled and always instructed by her mother
- felt curtailed
- wanted freedom
- sensitive girl
- indulges in day dreaming.

**Accept any other relevant answer**

(any two)

(e) **Value Points:**

- he saw a sick man, an aged man, a funeral procession and a monk begging for alms
- saw the sufferings of the world
- saw poverty, old age, death and sickness

**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 Points:**

- told himself that he was not being paid any regular salary
- felt Anil was extravagant and careless
- would spend his money on his friends anyway.

(any two)

(b) **Value Points:**

- played an important role
- discovered his scientific temperament – encouraged him

- took him on trips, bought him telescope, microscope, camera, etc.
- gifted him a book which led Ebright to become a successful scientist.

(any two)

**(c) Value Points:**

- Tricky, a little dog, had become extremely fat (bloated sausage)
- had bloodshot eyes(rheumy eyes)
- tongue lolled from his jaws
- difficulty in walking
- could be extremely ill

(any two)

**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

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- 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
- 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:**

- Curious - watched the bus - its schedule, listened to people's conversation about their journey
- resourceful - collected 30 paise
- resisted temptation at the fair and during the journey/ did not get tempted to go outside the bus and explore the town
- behaved maturedly – focussed on fulfilling her dream

- learnt about death and its inevitability. (any three)

(b) **Value Points:**

- Mandela refers to the apartheid policy
- Blacks subjected to oppression
- Blacks not allowed to discharge their obligations
- Mandela believed and expressed his view that apartheid is a system based on hate similarly there could be a system based on love and respect for each other. (any three)

**11.**

**6 marks**

**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
- 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:**

- Mme Loisel longs for a life of luxury and wealth
- thinks that she was born to enjoy all delicacies
- borrows necklace when gets an invitation for a party
- lost the necklace
- pays heavily
- she and her husband work day and night

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- live in poverty to repay
- loses her charm
- looks old and pale. (Any three)

(b) **Value Points**

- Bholi was sent to school as she supposedly had no future
- teacher's love and affection moulded her
- became confident, bold
- developed a practical outlook. So refused to marry lame, old, greedy Bishamber. (Any three)



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