

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2024**  
**SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (184)**  
**(Q.P. CODE – 2/5/1)**

**General Instructions: -**

<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>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, the 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, 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.
<b>8</b>	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.
<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.

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"> <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 totaling on the title page.</li> <li>● Wrong totaling 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 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 “ <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	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.

Set 2/5/1

**MARKING SCHEME**  
**ENGLISH LANGUAGE AND LITERATURE**

<b>SECTION A (Reading)</b>		<b>(20 marks)</b>
<b>1</b>	<b>Discursive Passage :</b>	<b>10</b>
i)	(C) All three biotics are equally important to support microscopic organisms that live in the gut microbiome.	(1)
ii)	Yes, scientific evidence has linked prebiotics, probiotics and postbiotics with improvements in: - metabolic diseases / obesity / cholesterol abnormalities - depressive symptoms - poor sleep quality - respiratory tract infections. (any two points)	(2)
iii)	live and active cultures / Listing of specific strains of bacteria/name of bacteria	(1)
iv)	(A) Increase and decrease (C) Beneficial and harmful (partial credit of ½ marks for each)	(1)
v)	Dozens of strains / different strains	(1)
vi)	- Prebiotics are beneficial molecules: support microscopic organisms living in gastro-intestinal tract / gut. - Prebiotics: indigestible carbohydrate / fiber. - Source of food for the probiotics. (any two points)	(2)
vii)	(B) Checking the label for specific strains of bacteria.	(1)
viii)	(A) Their relevance has been proven by scientific evidence.	(1)
<b>2.</b>	<b>Case-based Factual Passage :</b>	<b>10</b>
i)	People were tired of being cooped up, started travelling with a vengeance, in same way people were tired of eating home food, started eating out with a vengeance.	(1)
ii)	a fact an objective detail	(1)
iii)	- The survey said 51 percent of Indian travelers believed that international travel remained an important means of expanding their horizons and connecting with other cultures. - 70 percent of Indians are excited to travel internationally.	(2)
iv)	<b>Education.</b>	(1)
v)	Travel and Tourism industry/ hospitality industry/travel industry/Tourism industry	(1)
vi)	<b>Residency purpose.</b> Inference – for better opportunity/infrastructure/standard of living/to unite with family/more income – or any other possible inference. (partial credit of ½ mark for writing “residency” and partial credit of ½ mark for any one inference. No partial credit for inference alone if “residency” is not written.)	(1)
vii)	- Growing aspirations among middle class students from Tier-II and Tier-III cities.	(2)

	- Growing affordability among middle class students from Tier-II and Tier-III cities. - better opportunity for jobs - acquiring better skills from best universities/study courses as per one's interest - broaden horizons/learn cultural differences and develop tolerance. (any two points)					
viii)	(B) Though travel, both domestic and international, has picked up, it has yet to reach previous levels.	(1)				
<b>SECTION B (Grammar) (10x1=10 marks)</b>						
<b>3.</b>	<b>Any ten out of twelve questions to be attempted / marked</b>					
	Full credit – 1, for correct answers. No partial credit of 1/2, for any question in this section.					
i)	Inspiring	(1)				
ii)	<table border="1" style="width: 100%;"> <tr> <td>Error</td> <td>engaged</td> </tr> <tr> <td>Correction</td> <td>engaging</td> </tr> </table>	Error	engaged	Correction	engaging	(1)
Error	engaged					
Correction	engaging					
iii)	Niharika asked/enquired Akshat what he would be wearing for the following/next day's function.	(1)				
iv)	For	(1)				
v)	<table border="1" style="width: 100%;"> <tr> <td>Error</td> <td>Correction</td> </tr> <tr> <td>document</td> <td>documented</td> </tr> </table>	Error	Correction	document	documented	(1)
Error	Correction					
document	documented					
vi)	(D) expect	(1)				
vii)	(B) why he had been absent the previous day	(1)				
viii)	(C) <table border="1" style="width: 100%; margin-left: 20px;"> <tr> <td>Error</td> <td>Correction</td> </tr> <tr> <td>Could</td> <td>should</td> </tr> </table>	Error	Correction	Could	should	(1)
Error	Correction					
Could	should					
ix)	Although they were a bit expensive, she liked to add tomatoes to her diet.	(1)				
x)	(B) are	(1)				
xi)	(B) stand	(1)				
xii)	<table border="1" style="width: 100%;"> <tr> <td>Error</td> <td>Correction</td> </tr> <tr> <td>may</td> <td>will</td> </tr> </table>	Error	Correction	may	will	(1)
Error	Correction					
may	will					
<b>SECTION B (Writing Skills) (10 Marks)</b>						
<b>4.</b>	<b>Any one from (a) and (b) to be attempted</b>	<b>5</b>				
a)	Letter to Editor Format – 1 mark – 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.  Organisation of ideas – 1 mark (effective style, orderly sequence,					

	<p>paragraphed structure, formal tone) Accuracy – 1 mark (vocabulary, spelling, punctuation and grammar.)</p> <p>Content – 2 marks Value Points: Any relevant value points other than the ones mentioned below to be accepted: *Problems of open manholes and drains. *Relevance of the problem to the safety of the residents. *Relevance of the problem to the upkeep of the locality. *Measures to resolve the problem.</p>	
	<b>OR</b>	
b)	<p>Letter to RWA of the society Format – 1 mark – 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.</p> <p>Organisation of ideas – 1 mark (effective style, orderly sequence, paragraphed structure, formal tone)</p> <p>Accuracy – 1 mark (vocabulary, spelling, punctuation and grammar.)</p> <p>Content – 2 marks Value Points: Any relevant value points other than the ones mentioned below to be accepted: *Need for a dedicated space in the community park for senior citizens *Measures to create the space</p>	
<b>5.</b>	<b>Attempt any <i>one</i> from (a) and (b) given below :</b>	<b>5</b>
a)	<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 Value Points: Four trends / points to be included, well developed with sustained clarity Any relevant value points other than the ones mentioned below to be accepted:</p> <ul style="list-style-type: none"> <li>• Comparison of production of millets by countries</li> <li>• Identification of the highest and the lowest producer.</li> <li>• Suggest possible reasons for the variations in production.</li> </ul> <p>For Visually Impaired Candidates:</p> <ul style="list-style-type: none"> <li>• Developed bio-diversity ensures oxygen supply for future.</li> <li>• NGOs’ involvement in plantation drive helps bio-diversity.</li> <li>• Any other relevant point.</li> </ul>	

	<b>OR</b>	
b)	<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 Value Points: Four trends / points to be included, well developed with sustained clarity Any relevant value points other than the ones mentioned below to be accepted:</p> <ul style="list-style-type: none"> <li>• Comparison between the two charts.</li> <li>• Identification of the similarities and the differences.</li> <li>• Possible arguments presenting an opposing view.</li> </ul>	
<b>SECTION C</b>		
<b>(Literature textbook and supplementary reading Text )</b>		<b>(40 marks)</b>
<b>6.</b>	<b>Attempt any <i>one</i> of the two extracts (a) and (b) given below :</b>	<b>5</b>
<b>a)</b>	<b>Reference to Context – Prose</b>	
	(i)* Mandela felt a sense of achievement/fulfilment. * Mandela felt that their struggles & sufferings were worth it. * Mandela felt a sense of collective achievement. (Any one inference)	(1)
	(ii) False	(1)
	(iii) *Achieving political emancipation *Liberation from continued bondage of poverty / deprivation / suffering / gender and discrimination. *No more oppression in Africa. *Repeating of the word ‘never’ to show optimism. * Optimism in the way he refers to Africa as beautiful land. (Any two value points)	(2)
	(iv) Distinguished/outstanding/magnificent, (any other appropriate synonym to be accepted)	(1)
	<b>OR</b>	

b)	(i) (C) He wanted to do an experiment on Tricki	(1)
	(ii)*The dog became really sick. *He didn't want to go for walks. *He refused to eat and would just lay on the rug, panting. (Any two value points)	(2)
	(iii) True	(1)
	(iv) (B) impractical but compassionate.	(1)
<b>7</b>	<b>Attempt any one of the two extracts (a) and (b) given below :</b>	
a)	Poetry – (The Ball Poem)	5
	(i) Instructive/Practical/Realistic/Matter-of-fact (Any other appropriate synonym)	(1)
	(ii) *Money can buy a new ball but cannot buy back the love associated with it. *Things that one loves cannot be replaced with money.	(2)
	(iii) (A) Indifferent	(1)
	(iv) Alliteration	(1)
	OR	
b)	Poetry – (Amanda !)	
	(i) *The central idea is the contrast between control and freedom. *Amanda's character symbolizes the desire for freedom and her mother represents the control over freedom. *The poem is about a child whose parents constantly regulate her. (Any two value points)	(2)
	(ii) (C) Authoritative	(1)
	(iii) Repetition – Amanda Metaphor – Amanda compares herself to Rapunzel. Allusion – Amanda's character is alluded to the character of Rapunzel	(1)
	(iv) *To escape mother's nagging, she fantasizes to be Rapunzel. * In the tower, Rapunzel is beyond anyone's interference, free and peaceful, better situation than her.	(1)
<b>8.</b>	<b>Four of five Short Answer questions to be attempted.</b>	<b>4x3=12</b>
	First Flight Content – 2 marks (any two relevant points to be accepted) Organisation – 1 mark (1/2 mark to be deducted for accuracy from the overall credit of a response, if error density is high-more than a total of 2 spellings and / grammatical errors) The given detailed reference points can be drawn upon to structure the desired response.	
i)	* When he brought the otter, a new phase of his life began. * Maxwell had to understand the ways of Mijbil's life. * Maxwell had to make accommodations in his living space and his routine for Mijbil. *Maxwell had to face comments from various people about Mijbil. (any two points, any other relevant point to be accepted)	(3)
ii)	*Use of non-standard language *Vivid and funny imagery of the pirate and the characters * The ironic humour created by the characters who are portrayed as brave but actually flee in the face of danger. (any two points, any other relevant point to be accepted)	(3)

iii)	<ul style="list-style-type: none"> <li>* Title refers to the central event of the play --- Proposal of Lomov to Natalya.</li> <li>* The proposal sets the stage for the conflict and tension and drives the action of the play.</li> <li>* Lomov’s proposal turns out to be a complicated negotiation that involves matters of property, pride and social status: fight about the Oxen Meadows and the dogs.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>	(3)
iv)	<ul style="list-style-type: none"> <li>* Baker was an important part of the children growing up.</li> <li>* He used to make a musical entry on the scene which children loved.</li> <li>*No celebration in the house was complete without products by the baker.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>	(3)
v)	<p>Both stand yes / no accepted and justified using two relevant value points. Suggestive value points are listed below:</p> <p><u>For Yes, you can love people for their inner beauty:</u></p> <ul style="list-style-type: none"> <li>* Love for inner beauty - divine form of love.</li> <li>* Anne: external appearance is temporary.</li> </ul> <p><u>For No, you cannot love people for their inner beauty:</u></p> <ul style="list-style-type: none"> <li>* Young men love Anne only for her hair.</li> <li>* Only god and not humans can look beyond appearances.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>	(3)
<b>9 a)</b>	<b>Two out of three Short Answer type questions to be attempted.</b>	<b>2x3=6</b>
	<p>Footprints Without Feet</p> <p>Content – 2 marks (any two relevant points to be accepted)</p> <p>Organisation – 1 mark (1/2 mark to be deducted for accuracy from the overall credit of a response, if error density is high-more than a total of 2 spellings and / grammatical errors)</p>	
i)	<ul style="list-style-type: none"> <li>* Ausable did not fit into any description of a secret agent – he was chubby, lethargic, messy and clumsy.</li> <li>* To outwit Max, Auusable acts calmly and wisely in a situation of danger.</li> <li>* Ausable cooked up a convincing story to outwit Max: Max jumps out of the balcony.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>	(3)
ii)	<ul style="list-style-type: none"> <li>* Horace Danby and the lady had planned to rob the same house.</li> <li>* Danby was tricked by the lady disguised as the wife of the owner.</li> <li>* While the lady got away with it, the police arrested him.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>	(3)
iii)	<ul style="list-style-type: none"> <li>* Ebright’s curiosity leads him to collect butterflies and read more.</li> <li>* His inquisitiveness leads him to contact Dr. Urquhart to learn more about</li> </ul>	(3)

	<p>science as a child.</p> <p>* He did a research project on butterflies that led to his new theory on the lives of cells.</p> <p>(any two points, any other relevant point to be accepted)</p>	
<b>10.</b>	<b>One out of the two Long Answer questions to be attempted</b>	<b>6</b>
	<p>First Flight</p> <p>Content – 3 marks</p> <p>Expression – 2 marks</p> <p>Accuracy – 1 mark</p>	
a)	<p>Approach of the baby seagull:</p> <ul style="list-style-type: none"> <li>* Takes to flying out of desperation and hunger.</li> <li>* Needed to be pushed to the edge to overcome fear.</li> <li>* Her approach is cautious and she is compelled to.</li> </ul> <p>Approach of the pilot:</p> <ul style="list-style-type: none"> <li>* Takes risk to go through the storm.</li> <li>* Trusts his instincts to get through the difficult situations.</li> <li>* His approach is adventurous and instinctive.</li> </ul> <p>(any 3 points with at least one for each side to be written, any other relevant point to accepted)</p>	
	<b>OR</b>	
b)	<ul style="list-style-type: none"> <li>* Both talk about loss --- the “The Ball Poem” about the loss of the ball and “From the Diary of Anne Frank,” about the loss of their homes.</li> <li>* Both talk about loss being part of growing up and an universal experience.</li> <li>* Both talk about how they dealt with loss --- the boy deals with loss of ball and Anne shares about her experience of the holocaust.</li> <li>* Loss as a transformative experience.</li> </ul> <p>(any 3 points with at least one for each side to be written, any other relevant point to accepted)</p>	
<b>11.</b>	<b>One out of the two Long Answer questions</b>	<b>6</b>
	<p>Footprints Without Feet</p> <p>Content – 3 marks</p> <p>Expression – 2 marks</p> <p>Accuracy – 1 mark</p>	
a)	<ul style="list-style-type: none"> <li>* Bholi seen as unmarriageable because she had pock marks/scars on her face.</li> <li>* Bholi’s worth determined by her marriageability as a girl child.</li> <li>* The teacher provided her support and encouragement.</li> <li>* Her education leads her to take a stand on dowry.</li> <li>* Her education leads her to stand against the humiliation of her father.</li> </ul> <p>(any three points from the above to be accepted)</p> <p>(any other relevant point also to be accepted)</p>	
	<b>OR</b>	

b)	<ul style="list-style-type: none"><li>* Griffin's arc of transformation from a position of a gifted scientist to lawlessness.</li><li>* Griffin was very gifted scientist.</li><li>* Devised an experiment to become invisible.</li><li>* Uses his invention for sinister actions</li><li>* Shows a psychopathic lack of empathy and shame.</li><li>* Shows a desire to cause harm for the sake of it.</li><li>* Conducted unlawful activities, harmed innocent people.</li><li>* Failed to gain sympathy due to his evil ways.</li></ul> <p>(any three points from the above to be accepted) (any other relevant point also to be accepted)</p>	
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