

| Marking Scheme Strictly Confidential (For Internal and Restricted use only) Secondary School Examination, 2023 SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (SUBJECT CODE J0280C) (PAPER CODE 2) | |
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| 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. |

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| 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 | <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"> ● 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.

10 marks

- (i) (c)3300 years ago.
- (ii) (b) because of its religious significance.
- (iii) (a) Gold is the best conductor of electricity
- (iv) (a) importance of religion / (b) importance of the metal.
- (v) Paid only 40 pounds a month with boarding and lodging and worked under cruel conditions.
- (vi) held gold in high esteem / gold had religious significance
- (vii) (any two)
 - (i) does not rust / corrode
 - (ii) Gold coins have survived undamaged for centuries

2/6/3

- (iii) gold was easy to work with
- (viii) (b) George Harrison
- (ix) **Error in Question – Award 1 Mark as benefit of doubt**
- (x) They don't have faith in paper money.

2.

10 marks

Guidance

- 1 mark for correct answer
 - No partial credit
-
- (i) no communication / snapping communication
 - (ii) (c) 2, 3 and 5
 - (iii) (b) 15
 - (iv) Satellite / Indian Space Research Organisation / communication with satellite
 - (v) (a) no
 - (vi) (c) confident
 - (vii) (a) extra fuel
 - (viii) (b) both (A) and (B) are false.
 - (ix) elite
 - (x) **Error in Question – Award 1 Mark as benefit of doubt**

SECTION B 20 Marks

(Grammar and Creative Writing Skills)

- **Award 1 mark for complete answer**
- **No partial credit**

2/6/3

3.

- (i) (c) – carry on
- (ii) that it was in the far corner on the second floor
- (iii) (b) – has
- (iv) (A) cheers-error

cheered – correction

(no mark to be deducted if the format is not given)

- (v) (b) put up
- (vi) is organizing
- (vii) had enjoyed the art and craft class
- (viii) on-error----- in-correction

(no mark to be deducted if the format is not given)

- (ix) Malini asked whether/if her grandmother was feeling better then
- (x) (d) ought to
- (xi) (b) she would invite her friends too.
- (xii) into –error

in- correction

(no mark to be deducted if the format is not given)

Creative writing skills

10 marks

4.

Letter

5 marks

| Format – 1 | Content -2 | Organisation of ideas -1 | Accuracy 1 |
|--|------------|--------------------------|------------|
| Format Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Body of 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. | | | |

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| 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 awarded at a level lower . |
| CONTENT – 2 marks |
| <p>Value Points</p> <p>The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.</p> <p>2 marks</p> <ul style="list-style-type: none"> ✓ All points included ✓ Well-developed with sustained clarity <p>1½ marks</p> <ul style="list-style-type: none"> ✓ Almost all points incorporated ✓ Reasonably well-developed <p>1 mark</p> <ul style="list-style-type: none"> ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response <p>½ mark</p> <ul style="list-style-type: none"> ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development |
| ORGANISATION OF IDEAS |
| 1 mark |
| <p>1 mark-- Consistent to frequent display of the listed parameters.</p> <ul style="list-style-type: none"> • Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending • 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. <p>½ mark – Limited display of listed parameters.</p> <ul style="list-style-type: none"> • Inconsistent style, expression sometimes awkward, layout barely accurate. • 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. • 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 |
| <p>1 mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication. <p>½ mark</p> |

- 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 | | |
| <ul style="list-style-type: none"> ✓ All points included ✓ Well-developed with sustained clarity | | |
| 1½ marks | | |
| <ul style="list-style-type: none"> ✓ Almost all points incorporated ✓ Reasonably well-developed | | |
| 1 mark | | |
| <ul style="list-style-type: none"> ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response | | |
| ½ mark | | |
| <ul style="list-style-type: none"> ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development | | |
| ORGANISATION OF IDEAS -2 marks | | |
| 2 marks | | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • Expression unclear. | | |

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| <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. |
| ½ mark <ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. |
| No credit <ul style="list-style-type: none"> • 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)

- (i) (c) Anne Frank.
- (ii) (c) Immediately
- (iii) Sad on parting / sad or upset or unhappy as they were separating
- (iv) celebration
- (v) (b) Saheb was promoted to the next form after the annual exam

OR

6. (b)

- (i) (b) it was very cold in London to move around barefooted
- (ii) (c) On hearing the bell ring, the sleeping Raman started and jumped out of bed.
- (iii) (d) captivated, interested.
- (iv) Remarkable
- (v) (c) 4 and 5

7. Guidance:

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

Reference to context

1×5=5

7. (a)

- (i) (a) leaps
- (ii) true
- (iii) they want to show the repeated action of leaping / jumping
- (iv) dark coloured spots/black spots
- (v) hide

OR

7. (b)

- (i) (d) in a cage.
- (ii) he wants to catch his prey / he wants to hunt
- (iii) (c) anger
- (iv) comparison of paws with velvet/ it shows softness of paws just like velvet
- (v) (d) zoo

8. Answer the following Questions:

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) Kisa Gotami – grief stricken – carried her dead child to all her neighbours – asking for medicine / went to Budhha and asked to revive her child

- (b) raindrops are compared to new coins – cents – big drops ten cents and small coins – five cents
hopes these raindrops will bring him rich crop.
- (c) In Goa no feast/celebration/festival is possible without bread – sweet bread known as bol
cakes and bolinhas – must for Christmas / mother has to make sandwiches at daughter's engagement
- (d) Chubokov was suspicious as Lomov was wearing a formal dress – he thought that Lomov had come to borrow money from him
- (e) Amanda longs to be free and live life on her own terms. She is fed up of her mother's nagging / she goes into her own thoughts and daydreams or fantasizes about living alone (as an orphan / mermaid/ Rapunzel)

9.

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) Hari Singh knew that Anil was aware of his act of theft – Anil didn't call the police– had forgiven Hari – so Hari Singh smiled.

(b)

- made excuses – gardener ill – no exercise for Tricki
- dog loved chocolates and cream cakes – so she obviously wouldn't refuse him.
- Tricki looked weak so she fed him food **(Any two)**

(c)

- realised science is not about neat display
- science is about innovation/ experimentation

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

6 marks

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.

10 (a) **Value Points:**

- **Agreement** with the given statement
- **Motivation of the pilot:** to spend time with his family – to have an English breakfast - took the risk to fly into the storm
- **Motivation of the young seagull:** hunger and desire for food made him dive at the fish – thus he made his first flight.

(b) **Value Points:**

- **extraordinary girl and self-confidence:** she was just eight years old when she travelled in the bus alone and completed the journey successfully
- **Courage and planning:** Valli's earnest desire was to ride on a bus – she didn't let anything come in the way – planned meticulously – saved money for the fare – collected the information about the bus schedule and journey – escaped the eyes of the mother while going out of and coming into the house

11.

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.

11. (a) Value Points:

How the destiny was cruel to Bholi:

1 ½ marks

- Fell from the cot at a young age which made her a dull learner
 - She used to stammer
 - Suffered smallpox and had pock marks on her face
 - Ignored and neglected by her parents
 - Was forced to marry a man of her father's age
- (any three points)**

How did Bholi make a place for herself in the society:

1 ½ marks

- got an opportunity to educate herself
 - teacher motivated her – got education and cured her stammering
 - education gave her the confidence to take stand against the social evil of dowry system – refused to marry the old grocer Bishamber Nath
 - empowered by education, she was confident to take care of her parents in their old age
 - decided to become a teacher in the same school where she studied
- (any three points)**

(b) **Value Points:**

- Matilda wanted a luxurious lifestyle - remained unhappy with her mediocre life
- she wanted to look most beautiful in the party / ball - borrowed an expensive necklace
- lost the necklace and went in debt - returning the heavy sum of money ruined her life