

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Secondary School Examination, 2024 SUBJECT NAME ENGLISH LANGUAGE AND LITERATURE) (184) (Q.P. CODE – 2/1/2)	
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	Ensure that you do not make the following common types of errors committed by the 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 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. 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 unassessed 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	
i.	To highlight richness of world's cultures. To play essential role of inter-cultural dialogue for achieving peace and sustainable development.	(1)
ii.	(D) – highlighting the real world of cultural and creative sector at generating social cohesion and educational resource during an international emergency.	(1)
iii.	Draw upon creative potential of world's diverse cultures, engage in continuous dialogue to ensure that all members of society benefit from sustainable development.	(2)
iv.	A positive/appreciative/optimistic statement that highlights/emphasizes on the advantages of a cultural diversity rather than viewing it as a cause of undermining the situation/cultural diversity is dispensable for poverty reduction/cultural diversity important for sustainable development (any other relevant response for tone must be accepted)	(2)
v.	(B) – 1 mark to be awarded to each child. There is error in the spelling of the word 'disparate' which changes the meaning of the word completely.	(1)
vi.	(C) – (d & e) essential and intrinsic Urgent and crucial	(1)
vii.	The resolution on cultural and sustainable development, affirming culture's contribution to the three dimensions of sustainable development.	(1)
viii.	Bridging the gap between cultures	(1)
2.	Case-based factual passage	10
i.	- Overcome social status hierarchy associated with vocational education. - integration into mainstream education - revision and revamping of all aspects of education - aligning aspirational goals of 21 st century with education system (Any two points)	(2)
ii.	An Opinion/a subjective judgement (the combination has to be correct.) (No partial credit)	(1)
iii.	(C) – minimum 50% learners shall have exposure to vocational education	(1)
iv.	It will allow other schools to use the facility of skill labs	(1)

v.	Dignity of labour/labour/artisanship		(1)
vi.	South Korea – any appropriate reason related to South Korea		(2)
vii.	(A) – middle and secondary school		(1)
viii.	any one relevant point from below – - child will learn at least one skill -understand dignity of labour - appreciate Indian Arts & Artisanship		(1)
SECTION B (Grammar)			
(10 Marks)			
3.	Any ten out of twelve questions to be attempted / marked (full credit for correct answer. No partial credit of ½ for any questions in this section)		10x1=10
i.	organise/be organising		(1)
ii.	Error	Correction	(1)
	turned	turn	
iii.	it indeed was always nice to be back there (the answer without ‘indeed’ should also be accepted)		(1)
iv.	(C) – positive impact they could make in people’s lives		(1)
v.	It		(1)
vi.	specializes – specialize		(1)
vii.	(B) learns – learn		(1)
viii.	(A) must / (D) Might		(1)
ix.	that he had been very occupied with work that week		(1)
x.	(D) waited		(1)
xi.	(A) Share		(1)
xii.	of – between		(1)
SECTION B (Writing Skills)			
(10 Marks)			
4	Any one from (A) or (B) to be attempted		5
	Format – 1 [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 (effective style, orderly sequence, paragraphed structure and formal tone and vocabulary) and Accuracy -1 (spelling, punctuation and grammar) Content -2		

A	Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted] - Expressing interest in the course - Enquiry related to: a) course structure b) duration c) fee d) class timings e) on-job trainings	
B	Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted] - Reference to previous communication - Details of the order being placed (tabular/ point form or otherwise): a) furniture type b) quantity c) other specifications - Mode of payment, delivery date and discount offered.	
5.	Any one from (A) or (B) to be attempted	5
	Organisation of ideas -2 [effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary] Accuracy 1 [Spelling, punctuation and grammar] Content -2 (Four trends/ points included & well-developed with sustained clarity)	
A	Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted] Analysis of the number of gyms and number of gym members in the city over the past decade.	
Same for the Visually challenged students		
B	Suggested Value Points [these value points are a suggestion. Any other relevant point must be accepted] Comparative analysis of students' performance in different subjects in term I and term II.	
Same for the Visually challenged students		
SECTION C: Literature Textbook and Supplementary Reading Text (40 Marks)		
6.	Answer the questions of any one of the given two, (A) or (B) :	5
A i)	- Mandela felt happy because of his role in ending Apartheid in South Africa. - He was overwhelmed remembering all the past events.	(1)
ii)	B) recognises the rights and freedom of all people	(1)

iii)	- A system of racial domination / segregation against the dark-skinned people in their own land. - One of the harshest and most inhuman societies of the world.	(2)
iv)	Appeased/repaired/mended (Or any other appropriate word/phrase should be accepted)	(1)
B i)	Anne- sensitive girl/emotionally attached to grandmother. (Or any other appropriate word/phrase should be accepted)	(1)
ii)	(C) – Montessori Nursery School	(1)
iii)	Anne’s teacher in sixth form and Headmistress. Both had relationship based on love and respect.	(2)
iv)	Emotional/poignant/painful (Or any other appropriate word/phrase should be accepted)	(1)
7	Answer the questions of any one of the given two, (A) or (B) :	5
A i)	- Zoo- stalks in his cage/forced to be quiet - Forest- moves majestically wherever he wants/snarls and terrorises the village. (Any one point from the above)	(1)
ii)	Tiger- naturally powerful, free and ferocious (Any one point/ any other suitable word/phrase is acceptable)	(1)
iii)	In his vivid stripes, pads of velvet quiet, in his quiet rage (Any two of these images with elaboration to be accepted)	(2)
iv)	Suppressed anger	(1)
B i)	(B) – sympathetic, understanding the depth of the boy’s loss	(1)
ii)	Ball is a metaphor for possessions/childhood innocence	(1)
iii)	loss of the ball- moment of transition from childhood to maturity/ memories of childhood flashed in front of his eyes. (Reference- ‘senses his first responsibility’, ‘he is learning’)	(1)
iv)	- Journey from innocence to maturity/ youth to adulthood - Realisation/learning- loss is inevitable, he will lose things, replace them but never be able to buy back the thing he has lost.	(2)

8	Answer any four of the following five questions in 40-50 words each :	4x3 = 12
	Content-2;(Any two-three relevant points to be accepted) Organisation -1 ; (½ 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/or grammatical errors.)	
(i)	- Mood- depressed/ hopeless. (Any other appropriate word can be accepted) - Images- ‘hemlock tree’ and ‘crow’.	(1+1)+1=3
ii)	Positive attitude can help individuals see opportunities where others see problems. (Students can answer this question with/ without reference to any chapter(s)/character(s)) (any two points)	(2+1=3)
iii)	- sharp teeth, spikes on top of him and scales underneath. - mouth was similar to a fireplace and nose was like a chimney. - daggers on his toes. (any two points)	(2+1=3)
iv)	- Human beings incapable of seeing inner beauty. - Only God sees beyond external beauty. (any two points)	(2+1=3)
v)	- Death brings grief and suffering - It treats everyone equally - Death takes away material possessions, power and privilege - One should not be controlled by desires and material possessions. (any two points)	(2+1=3)
9	Answer any two of the following three questions in 40-50 words each :	2x3=6
	Content-2 (Any two-three relevant points to be accepted.) Organisation -1 ; (½ 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/or grammatical errors.	

i)	• lawless person. • committed many crimes. • misused his discovery (any two points)	(2+1=3)
ii)	• Bholi refused to marry the man demanding dowry • proud to see Bholi take a stand for herself/transform into a confident person.	(2+1=3)
iii)	• The necklace- an imitation • Pain and suffering could be avoided • Fate- unfair again (any two points)	(2+1=3)
10	Answer any one of the following two questions in 100-120 words: Content= 3, Expression= 2, Accuracy= 1	6
i)	Differences- • A Baker from Goa- freedom is a reality, • Nelson Mandela- freedom is an illusion. Commonalities- • both talk about freedom of childhood • carefree existence • innocence of childhood. (any three points)	(3+2+1)
ii)	Anne to Amanda: • stop fantasising • do what you want • face situations head on Amanda to Anne: • strive for freedom • live your life • create your own space • keep dreaming (be optimistic) (any three points, at least one from each side)	(3+2+1)

11	Answer any one of the following two questions in 100-120 words: Content =3, Expression= 2, Accuracy= 1	6
i)	- woman in red pretends to be lady of the house (mannerisms, gestures, language were sophisticated) - Horace trusted, opened safe (didn't inform police) - She took away all jewels.	(3+2+1)
ii)	Hari Singh returns after regretting stealing money from Anil. - Anil knew Hari was a thief - Next Morning, Hari offers tea - Anil didn't refer to the incident/ doesn't show any signs of anger	(3+2+1)