

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Secondary School Examination, 2024 SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (184) (Q.P. CODE 2/3/3)	
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 most common mistake which evaluators are committing.
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 totaled 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 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 totaling 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 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 “ 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)
1	Discursive passage	10
i)	(B) Renewable energy sources are inexhaustible whereas alternative energy sources are 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)	(1+1)
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 or wind turbines on residential properties) to large-scale (offshore wind farms in the ocean)	(1)
vi)	Geothermal electricity - underground reservoirs whereas hydro electricity produced in water dams	(1+1)
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)	to celebrate the centenary/to mark 100 years of the Scout Movements	(1)
ii)	to help young people achieve their full potential as they grow up	(1)
iii)	centenary	(1)
iv)	‘Aids to Scouting’ a book on how to survive in the wild. ‘Scouting for Boys’ a book - less emphasis on the military	(1+1=2)
v)	universal brotherhood/world peace / youth are the hope / youths’ useful role in society (any other acceptable answer)	(1)
vi)	Thailand	(1)

vii)	(a) 2007-marked 100 years of the Scouting Movement (b) it was also the 150 th anniversary of Baden-Powell's birth	(1+1=2)				
viii)	(b) encouraging	(1)				
SECTION B (Writing Skills)		(10 Marks)				
3.	Any ten out of twelve questions to be attempted and marked.					
i)	Details					
ii)	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Error</td> <td>Correction</td> </tr> <tr> <td>couldn't</td> <td>could</td> </tr> </table>	Error	Correction	couldn't	could	
Error	Correction					
couldn't	could					
iii)	Mahi asked Pankaj how he balanced his volunteer work with his personal life.					
iv)	(C) he viewed painting as a form of					
v)	it					
vi)	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Error</td> <td>Correction</td> </tr> <tr> <td>for</td> <td>to</td> </tr> </table>	Error	Correction	for	to	
Error	Correction					
for	to					
vii)	(D)					
viii)	(A) being					
ix)	he had to pick up his daughter at school in a little while/shortly					
x)	(A) won / has won					
xi)	(B) – craves					
xii)	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Error</td> <td>Correction</td> </tr> <tr> <td>of</td> <td>Between</td> </tr> </table>	Error	Correction	of	Between	
Error	Correction					
of	Between					
SECTION B (Writing Skills)		(10 Marks)				
4	Any one from (a) or (b) to be attempted:	5				
	Format – 1mark [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, paragraph structure and formal tone and vocabulary] Accuracy-1 mark [spelling, punctuation and grammar] Content – 2 marks					
a)	Suggested Value Points [These value points are suggestions. Any other relevant point must be accepted. Content : Letter of Complaint - Problems – bursting of sewage pipe - difficulties faced by residents - unbearable stench - traffic jams due to closer of colony gates - recommendations - reference to the previous complaints					

	- request for immediate action	
	OR	
b)	Letter of Enquiry : - expressing interest for organising a weekend trek Purpose – weekend trek, mention date, number of students and teachers, escorts Enquire – mode of travel, boarding, lodging, trekking gear, camping facilities, cost	
5.	Any one from (a) and (b) to be attempted	5
	Organisation of ideas – 2 marks [effective style, orderly sequence, paragraph structure and formal tone and functional vocabulary] Accuracy – 1 mark [spelling, punctuation, grammar] Content -2 marks [four trends/points to be included, well – developed with sustained clarity] Suggested Value Points [These value points are suggestions. Any other relevant point must be accepted	
a)	analyse on clues given in the question. – introduction of data of electronic devices used in India - interpretation of data - inference / conclusion to be drawn from the table	
	OR	
b)	Suggested Value Points [These value points are suggestion. Any other relevant point must be accepted - changes due to ability to order items online and have them delivered to our door steps - affect our environment - though reduction of emissions from the vehicles of buyers but generates wastage	
SECTION C (Literature Textbook and Supplementary Reading Text) (40 Marks)		
6.	Any one of the given two, (a) or (b) to be attempted:	5
a)	i) South Africa - not allowed to hold international gathering. - first time - an internationally recognised gathering taking place	(1)
	ii) For decades only the white ruled, now a non-racial government is formed - earlier- inequality, now- equality . -earlier- discrimination: now-liberation from discrimination - earlier- white supremacy: now-gathering of different races	(1+1=2)

	iii) amicably surrounded (any other suitable points)	(1)
	iv) false	(1)
	OR	
b)	i) wanted to write an effective/logical/meaningful piece of writing. (any other relevant points).	(1)
	ii) (Anne mentioned : - students' nature was to talk/ students' trait - a trait inherited from her mother/ part of her genes	(2)
	iii) (b)persuasive	(1)
	iv) to talk continuously in a confused manner.	(1)
7.	Any one of the given two, (a) or (b) to be attempted :	5
a)	i)The contrast between being confident and subdued/freedom versus captivity represented by “stalks” and “few steps of his cage” respectively. (Any other relevant comparison)	(1)
	ii) (A) anger	(1)
	iii)-- the poet uses vivid imagery - build the image of the majestic tiger in confinement. --- words like “velvet quiet”, and “stalks in vivid stripes” refer to the majestic nature of the animal. --- words like “quiet rage” - portrays the confinement, helplessness, frustration. (any two relevant points)	(2)
	iv) vivid	(1)
	OR	
b)	i) - refers to loss of irreplaceable things – memories, relationships.	(1)
	ii) (C) realisation	(1)
	iii) Signifies the boy's helpless yearning to get his ball back. It provides greater depth to the tone, overall mood - stoicism, sadness and somberness (Any other relevant point)	(1+1=2)
	iv) the metaphor - loss of the ball. ball symbolises the loss of a physical possessions leading to emotional changes/the loss as transformative for growth.	(1)
8	Answer any four of the following five questions in 40 – 50 words each	4x3=12
	Content –2 mark,(any two relevant points) Organisation – 1 mark. (½ mark to be deducted from accuracy from the overall credit of a response, if error density is high, more than a total of two spellings and /or grammatical errors)	

i)	<ul style="list-style-type: none"> - Lencho - helped by people whom he did not believe in. - Lencho believes in God - God does not help him. <p>(any other relevant point)</p>	2+1=3
ii)	<p>Sociable Person: The baker talked, played and spent some time with them.</p> <ul style="list-style-type: none"> - Regular: would come twice a day - Took interest in their lives: guided the children about good behaviour <p>(any two) (any other relevant point)</p>	2+1=3
iii)	<p>yes, our attitude towards a situation that makes it positive or negative.</p> <ul style="list-style-type: none"> - the dust of snow changed his attitude - helped him forget sadness/sorrowful mood. - while many seemingly negative images like “crow”, “hemlock” are shown, his attitude doesn’t let external factors affect the outcome. <p>(any other relevant point)</p>	2+1=3
iv)	<ul style="list-style-type: none"> -Belinda, pets terrified on seeing the pirate. Belinda –pale, crying. -the dog, the cat and the mouse run away /hide themselves. 	2+1=3
v)	<ul style="list-style-type: none"> - fear, emotional state of mind contributed to exhaustion. - Not succeed in taking his first flight - hesitation and timidness. - examples: he felt like his wings wouldn’t support him. <p>(any other relevant point)</p>	2+1=3
9.	Answer any <i>two</i> of the following three questions in 40 – 50 words each :	2x3=6
	Content –2 mark(any two relevant points) Organisation – 1 mark. (½ mark to be deducted from accuracy from the overall credit of a response, if error density is high, more than a total of two spellings and /or grammatical errors)	
i)	<p>No. I don’t think Bholi could have confidently refused to marry Bishamber if she wasn’t educated.</p> <ul style="list-style-type: none"> -education gave her confidence and strength - education gave her the ability to rationalise the situation. -made her resolute and determined to take a stand <p>(any other relevant point)</p>	

ii)	<ul style="list-style-type: none"> -a waiter at the French hotel where Ausable had a room -played a vital role in Ausable's plan/helped in Ausable's plan. -Henry's knock at the door frightened Max, he mistook it to be a policeman <p>(any other relevant point)</p>	
iii)	<ul style="list-style-type: none"> -studied the target houses/electric wiring/paths and gardens – stole every year to buy rare, expensive books – planned carefully - stole enough to last twelve months 	
10.	Answer any <i>one</i> of the following two questions in 100 – 120 words :	6
	<p>Content – 3 marks</p> <p>Expression – 2 marks</p> <p>Accuracy – 1 mark</p>	
a)	<p>Contrast</p> <p>Valli</p> <ul style="list-style-type: none"> – eight year old, intelligent, sensitive with self-respect. – decided to travel alone ---planned meticulously and succeeded showcasing determinedness. – Seagull - compelled by circumstances to be determined. – kept trying repeatedly despite fear. <p>Similarities</p> <ul style="list-style-type: none"> - willing to face fears - take risks to achieve goal - not afraid to fail, willing to learn. <p>(any three points ,at least one from each side/character to be written)</p> <p>(any other relevant point to be accepted)</p>	
	OR	
b)	<ul style="list-style-type: none"> - Interpersonal relationships very important: Natalya and Lomov's case. --- Relationship with oneself very important: Anne Frank's case Anne's relationship: - Anne had a good relationships with other people, best relationship with herself. -Anne calls her father adorable/loves her grandmother, sister and headmistress - makes the diary her friend. Natalya's relationship 	

	<p>-relationship with herself bad - leads her to problems with other relationships.</p> <p>(any three points ,at least one from each side/character to be written) (any other relevant point to be accepted)</p>	
11.	Answer any <i>one</i> of the following two questions in 100 – 120 words :	6
	<p>Content – 3 marks Expression – 2 marks Accuracy – 1 mark</p>	
a)	<p>Griffin – a brilliant scientist – invented the method of being invisible Darker Side: – began looting, killing everyone who got in his way - used his intellect for evil. – set his landlord’s house on fire . – stole food, clothes from a London store. – stole goods from a theatrical company. – stole money from a clergyman’s house - to pay his bills. -did nothing for the betterment of humanity. (any three points ,at least one from each side/character to be written) (any other relevant point to be accepted)</p>	
	OR	
b)	<p>Hari Singh regrets stealing money from Anil -- Anil knew Hari was a thief --- Next morning, Hari offers tea. --- Anil didn’t refer to the incident/didn’t show any anger. (any three points ,at least one from each side/character to be written) (any other relevant point to be accepted)</p>	