

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2025
ENGLISH LANGUAGE & LITERATURE - 184 (SET- 2/2/1)

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. If any change in the marking scheme is to be considered, this has to be raised with the Controller of Examinations and only after his approval and after all evaluation centres are informed, can this be taken forward.
4	The Marking Scheme carries all value points for the answers. Students may/can express these value points in their own words 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. No answer should be left unmarked by evaluators. This is the 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 totalled up and written in the left-hand margin and encircled. This must be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This must 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/Over- Attempted” . If a student has not attempted any question, NA should be mentioned in the Caging / marks entry column.
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).
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 booklet. • 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 booklet 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 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	It may be noted that 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 (Code No. 184)

SECTION A- 20 marks		
Reading		
QNO	Reading Comprehension	MARKS
1.	Passage 1	10 marks
i.	Cinnamaldehyde, supplemented by a variety of other constituents like eugenol	1
ii.	<ul style="list-style-type: none"> derived from the inner bark of cinnamon trees woody parts removed and dried to form strips that curl into rolls- cinnamon sticks: ground to form cinnamon powder. 	2 (1 mark each)
iii.	(Any one) <ul style="list-style-type: none"> different nutritional profiles. Ceylon cinnamon - from Sri Lanka- called true Cinnamon”. Cassia cinnamon - from Southern China. Cassia cinnamon- cheaper than Ceylon cinnamon. Cassia cinnamon - robust, rich somewhat bitter flavour Ceylon cinnamon - sweeter and lighter in flavour. 	1
iv.	<ul style="list-style-type: none"> Egypt – used for embalming and religious practices. Medieval Europe - used for religious rites, flavouring agent. Dutch East India Company trade- most profitable spice 	1
v.	Tone - appreciative/formal/ informative (or any other appropriate/ similar word) Rationale <ul style="list-style-type: none"> Informative: facts and information about cinnamon Appreciative: positive facts/ historical significance/ health benefits 	2 (1 for the tone and 1 for rationale)
vi.	(C) Only 3	1
vii.	(D) Cinnamon’s anti-inflammatory properties are being researched for its potential benefits in Alzheimer’s disease, irritable bowel syndrome and colon cancer.	1
viii.	(C) recognizes that cinnamon has many useful properties including health benefits.	1
2.	Passage 2	10 Marks
i.	(A) Indian tourists prefer places in the country itself.	1
ii.	a fact, an objective detail	1
iii.	(Any two points of difference) Indian tourism----- Outbound tourism ❖ 1-7 billion domestic tourists visited within India in 2022-----21 million international departures in 2022. ❖ historical - cultural diversity----- offer mix of traditional and contemporary experiences ❖ focus on tourist friendly infrastructure----- unique cuisines and diverse landscapes	2
iv.	because of migration trends	1
v.	(C) The Assertion is true, but the reason is false.	1
vi.	Kuwait	1
vii.	(Any two points) <ul style="list-style-type: none"> offers familiarity and comfort. more affordable than international travel offers diverse experiences historical and cultural diversity 	1 (1/2 mark for each point)

viii.	(Any two points) <ul style="list-style-type: none"> • a mix of traditional and contemporary experiences • unique cuisines • diverse landscapes 	1 (1/2 mark for each point)
ix.	trends/ popularity	1
SECTION B – 20 marks Grammar and Creative Writing Skills		
3.	Grammar <ul style="list-style-type: none"> • Any ten out of twelve questions. • Full credit – 1 mark, for correct answers. • No partial credit . 	10 marks
i.	co-operation	1
ii.	for– to	1
iii.	Amit inquired/asked Pallavi whether/if she had managed to get/secure any sponsors for the inauguration event scheduled for the next/following month.	1
iv.	(C) she wanted to stay at home and call her friends over.	1
v.	mandatory	1
vi.	have – has	1
vii.	(C) connected – connecting	1
viii.	(C) embarked	1
ix.	that he had a wide range of sportswear.	1
x.	(B) will begin	1
xi.	(B) to preserve	1
xii.	by – from	1
	WRITING	
4.	Any one of the two questions (a) and (b) : Letter Writing General Instructions for Q4 (a) and (b): No mark to be awarded if only format is written without any/ irrelevant content <ul style="list-style-type: none"> • Format – 1 (Full credit of 1 mark if all aspects are included, partial credit of ½ mark if one or two aspects are missing, no credit if more than 2 aspects are missing) • Content – 2 marks • Organisation of ideas – 1 mark (effective style, orderly sequence, paragraphed structure and formal tone and vocabulary) Accuracy – 1 mark (spelling, punctuation and grammar)	5 marks
a.	Value Points (Any two) First para- Intro and stating the problem Second para - Details of the issue <ul style="list-style-type: none"> • lack of proper street lights • area in dark Impact on residents <ul style="list-style-type: none"> • women and children feel vulnerable • senior citizens struggle • commuters face difficulty while driving or walking at night • darkness also encourages anti-social elements, leading to increased crime rates Third para- Solutions: Collaborating with local authorities to <ul style="list-style-type: none"> • conduct a survey for identifying areas of darkness • install new street lights • repair dysfunctional street lights • ensure regular maintenance and upkeep of street lights (Any other relevant point)	1+2+1+1

b.	Value Points (Any two) First para- Intro and stating the problem Second para - Causes and effects <ul style="list-style-type: none"> • monuments defaced • graffiti and litter all around • creates a sense of disrespect and disgust among other tourists visiting • irresponsible/ careless/ reckless behaviour of visitors • no sense of pride for either their own history and heritage or for the other countries Third para- Solutions <ul style="list-style-type: none"> • create awareness among visitors • impose fines • instil respect for history / heritage • refrain from using single use plastics or destroying scenic beauty (Any other relevant point)	1+2+1+1
5.	Any one of the two questions (a) and (b) : Analytical Paragraph General Instructions for Q5(a) and (b): Analytical paragraph writing should not be confused with descriptive paragraph writing. <ul style="list-style-type: none"> • Organisation of ideas – 2 marks (Inputs given in the question must be used along with linking words like however, in addition to, in comparison to, on the contrary etc, Formal tone, functional vocabulary, paragraphed structure (one single paragraph), orderly sequence and effective style) • Accuracy – 1 mark (spelling, punctuation and grammar) • Content – 2 marks (full credit of 2 marks for all value points given in the question, partial credit of one mark if only 2 value points are given) 	5 marks
a.	(Any two points, atleast one from each category) Natural food----- Processed food ❖ High fibre-----low in fibre ❖ Healthy nutrients----- Unhealthy nutrients ❖ Healthy fats----- Unhealthy fats ❖ Low sodium----- High sodium ❖ Regulates blood sugar, blood pressure and provides healthy nutrients----- High in sugar ❖ Sometimes bland-----Tasty, ready to eat and addictive (Any other relevant point to be included)	2+1+2
b.	Positive ❖ Connects peers ❖ Creative expression ❖ Access information ❖ Community building Negative ❖ Impacts self esteem ❖ Cyber bullying ❖ Privacy intrusion ❖ Distraction and addiction (Any other relevant point to be included)	2+1+2
	SECTION C- 40 Marks	
	Literature Textbook	
6.	Any one of the two extracts	5 marks
a.	The First Flight	
i.	(Any One) Parental Concern: parents calling the bird shrilly / upbraiding tones	1

	Tough Love/Parenting: threat/taunt to let the bird starve on his ledge unless he flies away Pressure to Conform: The pressure from the parents to fly away with the rest of the siblings	
ii.	In a hole/under the ledge	1
iii.	(Any Two) <ul style="list-style-type: none"> • deep seated fear that his wings will not support him • fear of heights • witnessing his siblings confidently take flight despite their shorter wings • shrill calls and upbraiding from his parents threatening consequences if he doesn't fly • inability to muster the courage needed to take the desperate plunge • internal struggle compounded by external pressure • fear of failing himself as well as his parents 	2
iv.	(D) gather	1
b.	Triumph of Surgery	
i.	(B) The author was aware of the severity of Tricky's medical condition	1
ii.	(Any Two) <ul style="list-style-type: none"> • Tricky's declining health - symptoms like refusal to eat, vomiting, lethargy, lack of interest in activities • provide professional medical attention and observation • hospitalization to remove Tricky from his usual environment, allow close monitoring • over pampering/over feeding - harmful for tricky 	2
iii.	fainted	1
iv.	(Any One) <ul style="list-style-type: none"> • suggests she cares deeply, emotionally invested in Tricky's well-being • indicates compassion/ attachment • greatly troubled by his declining health • exhibits a strong emotional reaction to the situation 	1
7.	Any one of the two extracts	5 marks
a.	Fire And Ice	
i.	Speaker offers the evidence of his own experience with desire for his preference for fire	1
ii.	(Any two value points) <ul style="list-style-type: none"> • views desire as a powerful force - can lead to destructive consequences • sees desire as something intense and potentially destructive, can engulf and consume • indicates desire can lead to chaos and upheaval, such as akin to raging fire. • believes that desire has transformative qualities, as fire can purify and renew but also destroy. 	2
iii.	(B) Metaphors	1
iv.	(Any one value point) <ul style="list-style-type: none"> • overall mood- contemplative, introspective, reflective, sombre, thought-provoking, pessimistic, scary, frightening,(any other similar word) • speaker reflects on the contrasting theories about the end of the world. 	1
b.	The Trees	
i.	(Any Two) <ul style="list-style-type: none"> • comparison highlights a period of adjustment/struggle • implies previous constraint • reinforces the theme of transition • evokes a sense of movement 	2

	<ul style="list-style-type: none"> creates a sense of uncertainty/instability 	
ii.	(b) transition and uncertainty	1
iii.	(Any One) <ul style="list-style-type: none"> pain/struggle/ trauma/confinement 	1
iv.	(Any one value point) Boughs are: <ul style="list-style-type: none"> half-dazed, disoriented desperate to move out wanting to break the barriers uncertain indicating as if still adjusting to their surroundings 	1
8.	Any four of the five questions in about 40 – 50 words. Content-2 Expression-1(Coherence, cohesion, effective style)	4x3=12 marks
i.	(Any two value points, atleast one from each aspect) Apartheid system <ul style="list-style-type: none"> ❖ discrimination ❖ struggle for equality ❖ injustice New Era of equality <ul style="list-style-type: none"> ❖ political emancipation ❖ societal evolution ❖ equal rights for all 	2+1
ii.	(Any Two) <ul style="list-style-type: none"> epistemology/ feeling of loss/ loss and grief – poem deals with profound grief experienced by the boy. isolation and fixation/inevitability of loss – portrays the boy's isolation in his grief fixation on the lost object and cannot easily move past it. emotional depth – symbolizes finality / irreversibility of loss/ deepening the boy's sorrow/understand responsibility and his failure to be responsible. reflection on loss/money is external and can't compensate for emotions reflection on the universal human experience of loss 	2+1
iii.	(Any two value points) <ul style="list-style-type: none"> evokes nostalgia by highlighting the traditional method of bill collection recording accounts on a wall in pencil. arrival of the baker with a jhang-jhang sound baker as a friend/mentor/guide/companion jackfruit alike appearance/plump anyone wearing half pants invites the comment of a pader 	2+1
iv.	(Any two pets to be selected) Belinda's pets added ridicule to the narrative by mocking Custard and laughing at his cowardice <ul style="list-style-type: none"> Mustard: boasted about his valour by portraying that he was brave/ courageous/ ridiculed Custard and bullied Custard Ink: portrayed as a black cat implying witch craft and mystery// ridiculed and bullied Custard Blink: portrayed as timid and very small. Rats are first to ditch a sinking ship and he truly justified his character// ridiculed and bullied Custard 	2+1

	<ul style="list-style-type: none"> • Custard: <ul style="list-style-type: none"> ❖ despite being a dragon, he is timid, meek and fearful ❖ was the one who faced and killed the pirate- saved the household, adding irony to the situation 	
v.	<p>(Any two value points)</p> <ul style="list-style-type: none"> • the sight of the bus brought her unending joy. • had a keen sense of curiosity/ appreciation for the world around her • found excitement in seemingly ordinary moments/ naive • derived pleasure from observation of people and vehicles. • had no friends- bus only source of adventure 	2+1
9.	<p>Any two of the three questions in about 40 – 50 words.</p> <p>Content-2</p> <p>Expression-1(Coherence, cohesion, effective style)</p>	2×3=6 marks
i.	<p>(Any two value points)</p> <p>Ausable - a clever spy- encountered Max waiting in his room</p> <ul style="list-style-type: none"> • fabricated a story about balcony • police knocking at the door • Max fearing police- hastily leaped out of the window- resulting in a fall 	2+1
ii.	<p>(Any two value points)</p> <ul style="list-style-type: none"> • swift departure highlights her hypocrisy/ pretentiousness/ ostentatiousness • didn't want people to know about her poverty • beauty of the dress clashes with her modest wrap • reveals her underlying dissatisfaction/ anger/ frustration with her situation 	2+1
iii.	<p>(Any two value points)</p> <ul style="list-style-type: none"> • felt motivated- liked the teacher • felt she was in right hands- bullied at home • felt emotionally supported • became confident- took stand for herself • stopped stammering 	2+1
10.	<p>Any one of the following two questions, in about 100 –120 words.</p> <ul style="list-style-type: none"> • Content – 3 marks • Expression – 2 marks(Coherence, cohesion, effective style) • Accuracy – 1 mark(spellings, punctuation, grammar) 	6 marks
a.	<p>(Any three value points, atleast one from each text)</p> <p>Lencho's faith: Letter to God</p> <ul style="list-style-type: none"> • faith in god-wasn't disheartened even after crops destroyed • wrote a letter asking for God's help, received seventy pesos • wrote a letter again – blamed post office employees- called them bunch of crooks • shows staunch/ deep-seated faith in God <p>Kisa Gautami's faith: Sermon at Benaras</p> <ul style="list-style-type: none"> • asked for Buddha's help to revive her son • goes to different household for mustard seeds • realises the inevitability of death • leads to peace of mind/ self-enlightenment/ wisdom <p>(Any other relevant point)</p>	3+2+1
b.	<p>(Any three points of contrast atleast one from each text)</p> <p>Tiger in the zoo</p> <ul style="list-style-type: none"> • object of gaze/ vulnerable/ helpless • restless/ confined/ restricted/ contained 	3+2+1

	<ul style="list-style-type: none"> • quiet rage/ captive/ subdued resistance • retained primal instincts • gazes night sky • Hears patrolling cars <p>Tiger in the wild</p> <ul style="list-style-type: none"> • feared animal • free to roam around • roars and hunts freely • in its natural habitat/ prowling through the jungle 	
11.	<p>Any one of the two questions, in about 100 –120 words.</p> <p>Content – 3 marks</p> <p>Expression – 2 marks(Coherence, cohesion, effective style)</p> <p>Accuracy – 1 mark(spellings, punctuation, grammar)</p>	6 marks
a.	<p>(Any three)</p> <ul style="list-style-type: none"> • compassionate/ understanding • generous/ forgiving / kind • motivates him/ creates love for education • believed in transformation • gave him a chance of redemption/ reformation • did not believe in revenge <p>(Any other relevant point)</p> <p>Examples from the text substantiating the above points should be accepted</p>	3+2+1
b.	<p>(Any three value points, atleast one from each stage)</p> <p>(All the three stages with an example)</p> <p>Early influences:</p> <p>Mother's support:</p> <ul style="list-style-type: none"> • scientific equipments • time spent together • travels of Monarch X <p>Early successes:</p> <ul style="list-style-type: none"> • laurels at county science fair • article in science journal • experiments with butterflies in the basement • Monarch Viceroy experiment • association with Dr. Urquhart <p>Later successes:</p> <ul style="list-style-type: none"> • curious about gold spots on Monarch Butterflies • discovered DNA 	3+2+1