

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2025
ENGLISH LANGUAGE & LITERATURE – 184 (SET- 2/2/3)

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. 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 <ul style="list-style-type: none"> ❖ 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 value 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 value 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 First para- Intro of the issue and stating the problem Second para- Developing details of the issue <ul style="list-style-type: none"> construction activities growing traffic volume and honking frequent loud gatherings without permits Impact on residents <ul style="list-style-type: none"> sleep disturbance fatigue due to late night noise increased stress and anxiety levels difficulty concentrating and working from home negative impact on mental and physical well being Third para- Solutions: Collaborating with local authorities to <ul style="list-style-type: none"> create comprehensive noise management plan implement noise pollution control measures <ul style="list-style-type: none"> ❖ sound barriers ❖ noise limits 	1+2+1+1

	<ul style="list-style-type: none"> enforce noise regulations and laws/ impose fines conduct regular noise monitoring and inspections <p>(Any other relevant point should be accepted)</p>	
b.	<p>Value Points</p> <p>First para- Intro and stating the problem</p> <p>Second para- Details of the issue</p> <ul style="list-style-type: none"> urgent need for climate action rising temperatures devastating natural disasters unpredictable weather patterns <p>Third para- Solutions</p> <ul style="list-style-type: none"> need for immediate action <ul style="list-style-type: none"> ❖ reduce carbon footprints ❖ transition to sustainable practices advocating sustainable practices for the community <ul style="list-style-type: none"> ❖ implementing recycling programs ❖ reducing single use plastics ❖ use of public transport should be encouraged ❖ promoting energy efficient practices ❖ stress on use of renewable sources of energy ❖ create awareness among the masses <p>(Any other relevant point should be accepted)</p>	1+2+1+1
5.	<p>Any one of the two questions (a) and (b) : Analytical Paragraph</p> <p>General Instructions for Q5(a) and (b):</p> <p>Analytical paragraph writing should not be confused with descriptive paragraph writing.</p> <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.	<p>(Any two value points atleast one from each category)</p> <p>Natural food----- Processed food</p> <ul style="list-style-type: none"> ❖ 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 <p>(Any other relevant point to be included)</p>	2+1+2
b.	<p>Positive</p> <ul style="list-style-type: none"> ❖ Connects peers ❖ Creative expression ❖ Access information ❖ Community building <p>Negative</p> <ul style="list-style-type: none"> ❖ Impacts self esteem 	2+1+2

	❖ Cyber bullying ❖ Privacy intrusion ❖ Distraction and addiction (Any other relevant point to be included)	
	SECTION C- 40 Marks Literature Textbook	
6.	Any one of the two extracts	5 marks
a.	The First Flight	
i.	(Any one value points) Parental Concern: parents calling the bird shrilly / upbraiding tones 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	1
ii.	In a hole/under the ledge	1
iii.	(Any two value points) <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 value points) <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 value point) <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.	The speaker offers the evidence of his own experience with desire as the reason 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) The speaker reflects on the contrasting theories about the end of the world.	1
b.	The Trees	
i.	(Any two value points) <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 creates a sense of uncertainty/instability 	2
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 one value point from strategy and one from process) Strategy adopted was: <ul style="list-style-type: none"> motivated/ taunted/ coaxed/ overlooked his tantrums/ threatened to let him starve on ledge/ left him to starve on the ledge for 24 hours Process undertaken: <ul style="list-style-type: none"> deliberately dangled a piece of fish just out of his reach driven by desperation and hunger, seagull plunged for the fish flapped his wings dived towards the food successfully overcame his fear of flying (Any other relevant point)	2+1
ii.	(Any two value points) <ul style="list-style-type: none"> as a coping mechanism for its confinement zoo's artificial environment has dulled his natural instincts became a pathetic spectacle loss of wild identity – does not terrorise / hunt form of protest paces in quiet rage (Any other relevant point)	2+1
iii.	(Any two value points) <ul style="list-style-type: none"> bread - an essential part of daily life <ul style="list-style-type: none"> ❖ during festivals- christmas ❖ weddings- bol and bolinhas ❖ engagement- sandwiches prepared by bride's mother villagers eagerly await the baker's arrival every morning- recognizing the jingling sound of his bamboo staff 	2+1

	<ul style="list-style-type: none"> • children love the bread bangles • symbolic of Portuguese influence, even after their dismissal • special place- act as guide/ friend/ companion/ mentor (Any other relevant point)	
iv.	(Any two value points) <ul style="list-style-type: none"> • wants the child to learn <ul style="list-style-type: none"> ❖ epistemology/ feelings of loss ❖ confront and process emotions ❖ accept impermanence/ inevitability of loss ❖ develop resilience ❖ deeper understanding of himself ❖ superficiality of the material things/ money is external • consolation might provide temporary relief but no value • may experience new found appreciation for the things he has (Any other relevant point)	2+1
v.	(Any two value points) <ul style="list-style-type: none"> • young girl with no source of income • required sixty paise- needed determination and discipline to save for ticket • resisted temptation to buy sweets, balloons, toys which other children enjoy • resisted joyrides at the village fair (Any other relevant point)	2+1
9.	Any two of the three questions in about 40 – 50 words. Content-2 Expression-1(Coherence, cohesion, effective style)	2×3=6 marks
i.	(Any two value points) Ausable- a clever spy- encountered Max waiting in his room <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.	(Any two value points) <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.	(Any two value points) <ul style="list-style-type: none"> • felt motivated- liked the teacher • felt she was in right hands- bullied at home • provided emotional support/ stimulus • gave her confidence- took stand for herself • stopped stammering 	2+1
10.	Any one of the two questions, in about 100 –120 words. Content – 3 marks Expression – 2 marks(Coherence, cohesion, effective style) Accuracy – 1 mark(spellings, punctuation, grammar)	6 marks
a.	(Any three value points. Atleast one from each lesson) Lencho's faith: Letter to God <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 	3+2+1

	Kisa Gautami's faith: Sermon at Benaras <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 (Any other relevant point)	
b.	(Any three value points. Atleast one from each lesson) Tiger in the zoo <ul style="list-style-type: none"> object of gaze/ vulnerable/ helpless restless/ confined/ restricted/ contained quiet rage/ captive/ subdued resistance retained primal instincts gazes night sky hears patrolling cars Tiger in the wild <ul style="list-style-type: none"> feared animal free to roam around roars and hunts freely in its natural habitat/ prowling through the jungle 	3+2+1
11.	Any one of the two questions, in about 100 –120 words. Content – 3 marks Expression – 2 marks(Coherence, cohesion, effective style) Accuracy – 1 mark(spellings, punctuation, grammar)	6 marks
a.	(Any three value points) <ul style="list-style-type: none"> despite not being much of use- Anil retained Hari Hari kept on stealing Anil - displayed kindness which led to <ul style="list-style-type: none"> ❖ Hari realising his mistake ❖ Chose education over money ❖ his folly of cheating ❖ returned with the soaked currency Hari transformed from within due to Anil's forgiveness (Any other relevant point)	3+2+1
b.	(Any one rhyme to be explained) <ul style="list-style-type: none"> Rhyme- Mistress Mary from Mother Goose ❖ concludes people on earth are: ❖ advanced ❖ grow crops of rare metal , high explosives Hey Diddle Diddle ❖ humans highly civilized ❖ taught musical culture, space techniques to domesticated animals ❖ dogs taught sense of humour ❖ may be launching inter- planetary attack of millions of cows Humpty Dumpty ❖ resembled Think Tank ❖ fears discovery by Earthlings/captivity and overruled ❖ orders immediate evacuation of Mars/ space capsule to escape himself (Any other relevant point)	3+2+1