

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2025
ENGLISH LANGUAGE & LITERATURE - 184(SET- 2/3/1)

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 & LITERATURE (184)

SECTION A- 20 marks		
Reading		
QNO		MARKS
1.	Passage 1	10 marks
i.	C) It provides nutritious food	1
ii.resources available at home are used to grow vegetables. (mention of empty tins/old utensils/clay pots to grow vegetables is acceptable)	1
iii.	(Any two comparisons) <div style="display: flex; justify-content: space-between;"> <div> Traditional farming <ul style="list-style-type: none"> • Use of synthetic fertilizers ----- • Intensive irrigation----- • Adverse effects on the environment----- </div> <div> Kitchen garden Organic farming No intensive irrigation Negligible use of harmful chemicals, preserving soil health </div> </div>	1 + 1 = 2
iv.	Fostering/promoting	1
v.	Any two points with suitable explanation: <ul style="list-style-type: none"> • Availability of fresh and organic produce • Higher intake of essential nutrients • Promotes overall health and well being • Aesthetic and therapeutic- relieves stress • Enables people to stay active, reduces risk of obesity and health issues 	1 + 1 = 2
vi.	B) It helps develop sensitivity and appreciation for nature.	1
vii.	(Any two) <ul style="list-style-type: none"> • Limited space • Lack of sunlight • Quality of soil 	$\frac{1}{2} + \frac{1}{2} = 1$
viii.	True	1
2.	Passage 2	10 marks
i.	Any two points with suitable explanation: <ul style="list-style-type: none"> • Renowned for soft, smooth texture • Luxurious qualities- feels comfortable on skin • Absorbs and releases moisture • When worn, it regulates body temperature/ keeps wearer cool and dry 	1 + 1 = 2
ii.	A) Both assertion and the reason are true and the reason is the correct explanation of the assertion.	1
iii.	Silk loses 20% strength when wet. Its elasticity is moderate to poor.	1
iv.	Overexposure to sunlight weakens the fabric (silk)	1

v.	(Any one) <ul style="list-style-type: none"> • Labour intensive cultivation • Limited production due to natural factors • Specialised knowledge and expertise required • Careful selection for superior quality 	1
vi.	...it requires specialised knowledge	1
vii.	UP (Uttar Pradesh)	1
viii.	...superior quality silk fabrics are made from long and uniform silk fibre.	1
ix.	(Any one) Reason- availability of conducive factors like: <ul style="list-style-type: none"> • Climate • Availability of quality mulberry leaves • Skilled artisans and craftsmanship. 	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 answer. • No partial credit. 	10 X 1 = 10
i.	Assistance	1
ii.	Hospitable – hospitality	1
iii.	Manish asked Kriva how far was the engagement venue from her house. OR Manish asked Kriva how far the engagement venue was from her house.	1
iv.	B) That all the students would get.	1
v.	Communication	1
vi.	Invite – Invites	1
vii.	C) Wrinkle – wrinkles	1
viii.	B) Had finished	1
ix.	She would help her plan her itinerary.	1
x.	B) will	1
xi.	B) was	1
xii.	Manufacturing – manufactured	1
4.	Letter Writing- Any one from (a) and (b)	5
	General instructions for Q 4 (a) and (b): No mark to be awarded if only format is written, without any/irrelevant content Format – 1 mark (Full credit if all aspects included, partial credit ½ mark, if one or two aspects are missing. No credit, if more than two aspects are missing) Content – 2 marks Organisation of ideas – 1 mark (formal tone and vocabulary, paragraphed structure, orderly sequence and effective style) Accuracy – 1 mark (spelling, punctuation and grammar)	
a.	Value points: First para- Intro of the issue– Sharing views on reducing carbon footprints.	1 + 2 + 1 + 1 = 5

	<p>Second para- Development/elaboration of the issue:</p> <ul style="list-style-type: none"> ● To promote environmentally responsible practices ● Encourage use of renewable energy sources (example- solar and wind power) ● Provide subsidy to families who want to avail the facilities <p>Third para – Conclusion– importance of green practices. (Any other relevant point to be accepted)</p>	
	OR	
b.	<p>Value points:</p> <p>First para- Intro – road crossing does not have traffic signal(specific details of locality)</p> <p>Second para- Development/elaboration of the issue:</p> <ul style="list-style-type: none"> ● No traffic lights lead to chaos and traffic jams ● Rush during peak hours – potential for accidents ● Mention of numerous letters to the Traffic Commissioner <p>Third para – Draw attention/appeal to concerned authorities to address the issue and provide a solution to commuters through the editor. (Any other relevant point to be accepted)</p>	1 + 2 + 1 + 1 = 5
5.	Analytical paragraph- Any one from (a) and (b)	5 marks
	<p>General instructions for Q 5 (a) and (b):</p> <p>Analytical paragraph writing should not be confused with descriptive paragraph writing.</p> <p>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 and functional vocabulary, paragraphed structure (one single paragraph), orderly sequence and effective style)</p> <p>Accuracy – 1 mark (spelling, punctuation and grammar)</p> <p>Content – 2 marks (Full credit { 2 marks } for all value points given in the question. Partial credit { 1 mark } if only two value points are included)</p>	
a.	<p>Value points.</p> <ul style="list-style-type: none"> ● Effects of technology on education– profound/ multifaceted ● Influences teaching and learning ● Rising enrolment in online courses ● Shift from classroom to digital devices ● Benefits– access and equity ● Data over the years should be compared 	2 + 1 + 2 = 5
	OR	
b.	<p>Value points.</p> <ul style="list-style-type: none"> ● Pros and cons of artificial intelligence (AI) ● Machines possess AI ● AI impacts human lives ● Google maps ● Knowledge at the click of a button ● Has limitations ● Increase in cyber crimes 	2 + 1 + 2 = 5

	SECTION C- 40 Marks Literature Textbook	
6.	Any one from options (a) and (b).	5 marks
a.	Reference to context:	
i.	C) Night	1
ii.	Any one <ul style="list-style-type: none"> • Eager • Excited • Longing/hoping to meet his family • Has a loving relationship with his family, a family man, missing his family 	1
iii.	Favourable	1
iv.	(One each from points given for mood and anticipation) Mood: <ul style="list-style-type: none"> • Tranquil • Serene • Happy • Peaceful Anticipation: <ul style="list-style-type: none"> • To be united with family • Have an English breakfast 	1 + 1 = 2
	OR	
b.	Reference to context:	
i.	The management was supposed to block off the balcony to prevent unauthorised access.	1
ii.	C) Its accessibility from the neighbouring unit.	1
iii.	<ul style="list-style-type: none"> • Detailed description (of balcony)– confuses Max, weaves suspense, mystery and tension in the story, creating unease and foreshadowing future events • Engages readers, builds anticipation (in the reader) about what might happen next. 	1 + 1 = 2
iv.	Mystery	1
7.	Any one from options (a) and (b).	5 marks
a.	Reference to context.	5
i.	(Any one) <ul style="list-style-type: none"> • Reminding him of nature’s beauty • Uplifting his spirits unexpectedly • Change of mood 	1
ii.	<ul style="list-style-type: none"> • The imagery of crow shaking down dust of snow from a hemlock tree serves as a catalyst, which results in a change in poet’s mood. • Crow and hemlock tree- associated with negativity, unexpectedly becomes a source of positive/ emotional transformation. 	1 + 1 = 2
iii.	D) Snowflakes	1
iv.	A) 1 Only	1
	OR	
b.	Reference to context.	5
i.	–Narrator wants Amanda to be: <ul style="list-style-type: none"> • well behaved and disciplined Amanda desires to be:	1 + 1 = 2

	<ul style="list-style-type: none"> left alone and not be bothered <p>–Poet uses direct speech for the speaker. Speaker’s assertiveness is in contrast with Amanda’s passive expression in parenthesis.</p>	
ii.	B) Instructive	1
iii.	Sea represents –tranquility, freedom and vastness Amanda’s actions suggest discomfort/restlessness	1
iv.	A) Sitting by the pond Waving my wand Awaiting my dearest I looked above and beyond Awaiting my love A sudden sound, fluttered the dove The crackle stopped, as so did my heart (Rhyme scheme– AABACCD)	1
8.	Any four out of five:	4 X 3 = 12
	<i>First Flight</i> Content– 2 marks Expression– 1 mark	
i.	Any two value points: Seagull’s fear of flying and reluctance to leave ledge: <ul style="list-style-type: none"> Creates a conflict in the story (takes story forward) Brings about growth in the character Facing fears, taking risks to achieve personal growth Highlights role of parents (guidance, encouragement, strict measures) Leads to climax 	2 + 1 = 3
ii.	Any two value points: <ul style="list-style-type: none"> Loss of natural environment Impact of confinement (tiger- helpless in the cage) Behavioural change (from roaming freely to being caged/terrorising villagers to being stared at) Yearning/ longing for freedom (to hunt in the wild) (aggression in the cage) Human impact– poem critiques human intervention and consequences of encroaching on natural habitats and wild animals 	2 + 1 = 3
iii.	Any two value points: <ul style="list-style-type: none"> Importance of bread making in village life Pivotal role of baker in the community Bread, especially ‘bol’ and other baked goods – crucial for cultural celebrations like weddings and festivals Baker’s attire highlights their respected position in the community (reference of plump physique highlights that they were well to do) 	2 + 1 = 3
iv.	Any two value points: <ul style="list-style-type: none"> House– empty, silent spectator of the change/ serene Cracks in the veranda Glass panes– broken Smell of leaves and lichen 	2 + 1 = 3
v.	(Any one point from Aspirations and one from Challenges with relevant examples from the text) Aspirations: <ul style="list-style-type: none"> Valli– curious, has no friends Favourite passtime- observing passengers boarding and disembarking the bus 	2 + 1 = 3

	<ul style="list-style-type: none"> Longs to ride the bus (wants to see the world outside the village)--saves money <p>Challenges:</p> <ul style="list-style-type: none"> Fare- significant sum for Valli, saves money by resisting temptation to buy things at the village fair Gathers information about bus journey (distance, duration and fare) Plans and executes bus ride, unnoticed by her mother (according to her sleep schedule) 	
9.	Any two out of three:	2 X 3= 6
	<i>Footprints Without Feet</i> Content– 2 marks Expression– 1 mark	
i.	<p>Any two value points:</p> <ul style="list-style-type: none"> Anil initially reacts negatively to Hari Singh’s cooking, despite this the latter charms Anil (hangs around, smiles appealingly) Anil assumes the role of a mentor (teaches him how to cook, read and write) Progression– Anil’s initial doubt/skepticism evolves to that of supportive friend/mentor (fostering mutual respect and encouragement for Hari Singh’s personal growth) Anil overlooked Hari Singh’s everyday stealing (thievery) 	2 + 1 = 3
ii.	<p>Any two value points:</p> <p>The voice- asked about Horace’s condition mentioning hay fever, suggesting medical treatment.</p> <ul style="list-style-type: none"> Horace fails at his attempt at burglary Fascinated by the lady in red (thinks of her as the lady of the house) Becomes careless, takes out his gloves/ leaves his fingerprints Reflects on homeowner’s precautions (poorly built alarm and safe hidden behind the painting) 	2 + 1 = 3
iii.	<p>Any two value points:</p> <ul style="list-style-type: none"> Play uses humour to depict Martians, led by Think Tank (believes himself highly intelligent, but misunderstands earthlings’ customs and traditions) In a library filled with books, the Martians mistake books for sandwiches. Think -Tank misinterprets a nursery rhyme /takes every written word literally/ as a threat to himself. Ultimately Martians decide to postpone their invasion plans based on their interpretations, believing earthlings to be more advanced. 	2 + 1 = 3
10.	Any one out of two: <i>First Flight</i> Content -3 marks Expression -2 marks (coherence, cohesion, effective style) Accuracy-1 mark(spelling, punctuation, grammar)	1X6=6
a.	<p>(Any three value points. At least one from each text)</p> <p>Lencho’s feeling-Initial grief</p> <ul style="list-style-type: none"> Trust in God /left everything on the God/ believed in divine Directness - he was straight forward in expressing his emotions Takes action - writes to God. This action reflected his faith and hope that God would answer his prayers. Source of hope and strength -outside <p>Mandela’s feeling -complex and deeply rooted in personal experiences</p> <ul style="list-style-type: none"> Believed in taking responsibilities and overcoming /working on the hardships. 	3 + 2 + 1 = 6

	<ul style="list-style-type: none"> ● Empathy for victims also ● Call for reconciliation ● Freedom for justice ● Hope for future ● Source of strength -internal 	
	OR	
b.	<p>(Any three value points. At least one from each text)</p> <p>Humour in the poem by Ogden Nash arises from several clever techniques and playful elements- eg:</p> <ul style="list-style-type: none"> ● Contrasting characters(interesting characterisation /names, traits) ● Exaggerated descriptions (close to a parody- going against convention- brave mouse/coward dragon) ● Playful language (realio, trulio, etc.)/use of Poetic License ● Narrative structure the poem unfolds like a story ● Replete with literary devices - imagery,alliteration,repitition,hyperbole,irony,onomatopoeia and anthropomorphism <p>Chekhov's use of language in The Proposal:</p> <ul style="list-style-type: none"> ● Combination of wit, irony, exaggeration and word play to create a humorous portrayal of human folly and conventions. ● Irony and sarcasm- to ridicule each other's arguments ● Use of 'aside' ● Repetition and word play (to emphasize absurdity of characters' behaviour- eg- repetitive arguments about Oxen Meadows/ dogs ● Physical comedy (Lomov fainting multiple times due to palpitations adds to humour. 	$3 + 2 + 1 = 6$
11.	<p>Any one out of two:</p> <p><i>Footprints Without Feet</i></p> <p>Content -3 marks</p> <p>Expression -2 marks (coherence, cohesion, effective style)</p> <p>Accuracy-1 mark(spelling, punctuation, grammar)</p>	$1 \times 6 = 6$
a.	<p>(Any three points with relevant examples from the text)</p> <p>The story chronicles/traces the journey of Bholi's transformation.</p> <p>Bholi, 4th daughter of Ramlal, due to accident in early childhood damaged part of her brain. An attack of small pox left pockmarks on her face and body.</p> <ul style="list-style-type: none"> ● Neglected childhood ● Stammered when she spoke ● Was allowed to go to school (Ramlal had to set an example to the village & she was considered a burden) ● Encouraged by teacher ● Overcame initial fears, stammering ● Optimistic and hopeful ● Gradually became confident and asserted herself (example- refused to marry Bishamber Nath) 	$3 + 2 + 1 = 6$
	OR	
b.	<p>(Any three points with relevant examples from the text)</p> <p>Hari- 15 yrs old, experienced thief, changed homes and name, targeted simple people.</p> <ul style="list-style-type: none"> ● Hari- steals a bundle of notes, wants to run away. ● At the railway station, wilfully misses train ● Realises impact of his betrayal on Anil, who had given him a home, safety and education. 	$3 + 2 + 1 = 6$

	<ul style="list-style-type: none">● Reflect while sitting in the rain, feels guilty● Moment of epiphany- decides to return the stolen money to Anil● Wants to make amends, return (chooses to be educated and respected by going back to Anil)● On return, Anil's forgiveness (without any mention of theft) and promise to pay a regular salary made Hari appreciate Anil's kindness.	
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