

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

**General Instructions: -**

<b>1</b>	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.
<b>2</b>	<b>“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.”</b>
<b>3</b>	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. <b>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.</b>
<b>4</b>	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.
<b>5</b>	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.
<b>6</b>	Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. No answer should be left unmarked by evaluators. <b>This is the most common mistake which evaluators are committing.</b>
<b>7</b>	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.
<b>8</b>	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.
<b>9</b>	If a student has <b>attempted an extra question</b> , answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question/Over- Attempted”</b> .  If a student has <b>not attempted</b> any question, <b>NA</b> should be mentioned in the Caging / marks entry column.
<b>10</b>	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"> <li>• Leaving answer or part thereof unassessed in an answer booklet.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totalling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer booklet to the title page.</li> <li>• Wrong question wise totalling on the title page.</li> <li>• Wrong totalling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• 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.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 <b>"Guidelines for Spot Evaluation"</b> 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)**

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<b>SECTION A- 20 marks</b> <b>Reading</b>		
<b>QNO</b>		<b>MARKS</b>
<b>1.</b>	Passage 1	10 marks
<b>i.</b>	C) It provides nutritious food	1
<b>ii.</b>	.... resources available at home are used to grow vegetables. (mention of empty tins/old utensils/clay pots to grow vegetables is acceptable)	1
<b>iii.</b>	<b>(Any two comparisons)</b>  <div style="display: flex; justify-content: space-between;"> <div> <b>Traditional farming</b> <ul style="list-style-type: none"> <li>• Use of synthetic fertilizers -----</li> <li>• Intensive irrigation-----</li> <li>• Adverse effects on the environment---</li> </ul> </div> <div> <b>Kitchen garden</b> <ul style="list-style-type: none"> <li>Organic farming</li> <li>No intensive irrigation</li> <li>Negligible use of harmful chemicals, preserving soil health</li> </ul> </div> </div>	1 + 1 = 2
<b>iv.</b>	Fostering/promoting	1
<b>v.</b>	<b>Any two points with suitable explanation:</b> <ul style="list-style-type: none"> <li>• Availability of fresh and organic produce</li> <li>• Higher intake of essential nutrients</li> <li>• Promotes overall health and well being</li> <li>• Aesthetic and therapeutic- relieves stress</li> <li>• Enables people to stay active, reduces risk of obesity and health issues</li> </ul>	1 + 1 = 2
<b>vi.</b>	B) It helps develop sensitivity and appreciation for nature.	1
<b>vii.</b>	<b>(Any two)</b> <ul style="list-style-type: none"> <li>• Limited space</li> <li>• Lack of sunlight</li> <li>• Quality of soil</li> </ul>	$\frac{1}{2} + \frac{1}{2} = 1$
<b>viii.</b>	True	1
<b>2</b>	Passage 2	10 marks
<b>i.</b>	<b>Any two points with suitable explanation:</b> <ul style="list-style-type: none"> <li>• Renowned for soft, smooth texture</li> <li>• Luxurious qualities- feels comfortable on skin</li> <li>• Absorbs and releases moisture</li> <li>• When worn, it regulates body temperature/ keeps wearer cool and dry</li> </ul>	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.	<b>(Any one)</b> <ul style="list-style-type: none"> <li>• Labour intensive cultivation</li> <li>• Limited production due to natural factors</li> <li>• Specialised knowledge and expertise required</li> <li>• Careful selection for superior quality</li> </ul>	1
vi.	...it requires specialised knowledge	1
vii.	UP (Uttar Pradesh)	1
viii.	...superior quality silk fabrics are made from <b>long and uniform</b> silk fibre.	1
ix.	<b>(Any one)</b> Reason- availability of conducive factors like <ul style="list-style-type: none"> <li>• Climate</li> <li>• Availability of quality mulberry leaves</li> <li>• Skilled artisans and craftsmanship</li> </ul>	1
	<b>SECTION B – 20 marks</b> <b>Grammar and Creative Writing Skills</b>	
3.	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• Any ten out of twelve questions.</li> <li>• Full credit - 1 mark for correct answer.</li> <li>• No partial credit.</li> </ul>	10 X 1 = 10
i.	Assistance	1
ii.	Hospitable – hospitality	1
iii.	Manish asked Kriva how far was the engagement venue from her house.  <b>OR</b> 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

<b>4.</b>	Letter Writing- Any <b>one from (a) and (b)</b>	<b>5</b>
	<p><b>General instructions for Q 4 (a) and (b): No mark to be awarded if only format is written, without any/irrelevant content</b></p> <p>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)</p> <p>Content – 2 marks</p> <p>Organisation of ideas – 1 mark (formal tone and vocabulary, paragraphed structure, orderly sequence and effective style)</p> <p>Accuracy – 1 mark (spelling, punctuation and grammar)</p>	
<b>a.</b>	<p><b>Value points:</b></p> <p>First para- Intro of the issue– poorly maintained swimming pool with details of locality.</p> <p>Second para- Development/elaboration of the issue:</p> <ul style="list-style-type: none"> <li>• Cleanliness of swimming pool (a concern—should be done periodically)</li> <li>• Breeding ground for mosquitoes</li> <li>• Potential health risks due to presence of mosquitoes</li> <li>• Health risks for swimmers due to contaminated water</li> </ul> <p>Third para – Appeal to the Secretary RWA to take immediate corrective action by getting the pool clean.</p> <p><b>(Any other relevant point to be accepted)</b></p>	1 + 2 + 1 + 1 = 5
	<b>OR</b>	
<b>b.</b>	<p><b>Value points:</b></p> <p>First para- Intro – concern regarding the issue—of small plots of land lying unattended in the city.</p> <p>Second para- Development/elaboration of the issue:</p> <ul style="list-style-type: none"> <li>• Plots lying unutilised</li> <li>• Need to create green spaces for people to sit and relax</li> <li>• Reference to the positive impact on the environment</li> <li>• Enhance aesthetic appeal of the city</li> </ul> <p>Third para – Appeal to the editor to publish the letter so that concerned department may take the necessary steps.</p> <p><b>(Any other relevant point to be accepted)</b></p>	1 + 2 + 1 + 1 = 5
<b>5.</b>	Analytical paragraph- Any <b>one from (a) and (b)</b>	<b>5 marks</b>
	<p><b>General instructions for Q 5 (a) and (b):</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</p>	

	<p>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>	
<b>a.</b>	<p><b>Value points.</b></p> <ul style="list-style-type: none"> <li>• Effects of technology on education– profound/ multifaceted</li> <li>• Influences teaching and learning</li> <li>• Rising enrolment in online courses</li> <li>• Shift from classroom to digital devices</li> <li>• Benefits– access and equity</li> <li>• Data over the years should be compared</li> </ul>	$2 + 1 + 2 = 5$
	<b>OR</b>	
<b>b.</b>	<p><b>Value points.</b></p> <ul style="list-style-type: none"> <li>• Pros and cons of artificial intelligence (AI)</li> <li>• Machines possess AI</li> <li>• AI impact human lives</li> <li>• Google maps</li> <li>• Knowledge at the click of a button</li> <li>• Has limitations</li> <li>• Increase in cyber crimes</li> </ul>	$2 + 1 + 2 = 5$
	<b>SECTION C- 40 Marks</b> <b>Literature Textbook</b>	
<b>6.</b>	Any one from options (a) and (b):	5 marks
<b>a.</b>	Reference to context:	
<b>i.</b>	C) Night	1
<b>ii.</b>	<p><b>Any one</b></p> <ul style="list-style-type: none"> <li>• Eager</li> <li>• Excited</li> <li>• Longing/hoping to meet his family</li> <li>• Has a loving relationship with his family, a family man, missing his family</li> </ul>	1
<b>iii.</b>	Favourable	1
<b>iv.</b>	<p><b>(One each from points given for mood and anticipation)</b></p> <p>Mood:</p> <ul style="list-style-type: none"> <li>• Tranquil</li> <li>• Serene</li> <li>• Happy</li> <li>• Peaceful</li> </ul> <p>Anticipation:</p> <ul style="list-style-type: none"> <li>• To be united with family</li> <li>• Have an English breakfast</li> </ul>	$1 + 1 = 2$

	<b>OR</b>	
<b>b.</b>	Reference to context:	
<b>i.</b>	The management was supposed to block off the balcony to prevent unauthorised access.	1
<b>ii.</b>	C) Its accessibility from the neighbouring unit.	1
<b>iii.</b>	<ul style="list-style-type: none"> <li>Detailed description– confuses Max, weaves suspense, mystery and tension in the story, creating unease and foreshadowing future events</li> <li>Engages readers, builds anticipation (in the reader) about what might happen next.</li> </ul>	1 + 1 = 2
<b>iv.</b>	Mystery	1
<b>7.</b>	Any one from options (a) and (b):	5 marks
<b>a.</b>	Reference to context.	5
<b>i.</b>	<b>Any one:</b> <ul style="list-style-type: none"> <li>Reminding him of nature’s beauty</li> <li>Uplifting his spirits unexpectedly</li> <li>Change of mood</li> </ul>	1
<b>ii.</b>	<ul style="list-style-type: none"> <li>The imagery of crow shaking down dust of snow from a hemlock tree serves as a <b>catalyst</b>, which results in a change in poet’s mood.</li> <li>Crow and hemlock tree- associated with negativity, unexpectedly becomes a source of positive/ emotional transformation.</li> </ul>	1 + 1 = 2
<b>iii.</b>	D) Snowflakes	1
<b>iv.</b>	A) 1 Only	1
	<b>OR</b>	
<b>b.</b>	Reference to context.	5
<b>i.</b>	–Narrator wants Amanda to be: <ul style="list-style-type: none"> <li>well behaved and disciplined</li> </ul> Amanda desires to be: <ul style="list-style-type: none"> <li>left alone and not be bothered</li> </ul> –Poet uses direct speech for the speaker. Speaker’s assertiveness is in contrast with Amanda’s passive expression in parenthesis.	1 + 1 = 2
<b>ii.</b>	B) Instructive	1
<b>iii.</b>	Sea represents –tranquility, freedom and vastness Amanda’s actions suggest discomfort/restlessness	1
<b>iv.</b>	A) Sitting by the pond Waving my wand  Awaiting my dearest  I looked above and beyond  Awaiting my love	1

	<p>A sudden sound, fluttered the dove</p> <p>The crackle stopped, as so did my heart</p> <p>(Rhyme scheme– AABACCD)</p>	
8.	Any <b>four</b> out of five:	4 X 3 = 12
	<p><i>First Flight</i></p> <p>Content– 2 marks</p> <p>Expression– 1 mark</p>	
i.	<p><b>Any two value points:</b></p> <p>On the way to town- Valli- excited, wonderstruck at sights (young cow running in the middle of the road).</p> <ul style="list-style-type: none"> <li>On the way back- Valli saw the same cow lying dead by the side of the road.</li> <li>She was overcome with sadness, frightened.</li> <li>Memory of dead cow haunted her. She no longer wanted to look out of the bus (exposure to harsh reality- death)</li> </ul>	2 + 1 = 3
ii.	<p><b>Any two value points:</b></p> <ul style="list-style-type: none"> <li>Custard a timid and anxious dragon- longs for a cage- to protect him from Ink, Blink and Mustard.</li> <li>Belinda called Custard a coward/made fun of him/ tickled him unmercifully</li> <li>Ink, Blink and Mustard made fun of him/were rude to him, called him a coward.</li> </ul>	2 + 1 = 3
iii.	<p><b>Any two value points:</b></p> <p>Mandela- liberation important for oppressor and the oppressed:</p> <ul style="list-style-type: none"> <li>Both-- robbed of their humanity</li> <li>The oppressed has no freedom - the oppressor is a prisoner of his own hatred ,narrow mindedness and prejudice.</li> </ul>	2 + 1 = 3
iv.	<p><b>Any two value points:</b></p> <p>Three surprises that awaits visitors in Coorg:</p> <ul style="list-style-type: none"> <li>Rolling hills / evergreen rainforests/coffee plantations/ hospitable traditions/high energy adventure opportunities</li> <li>Flora and fauna /natural beauty of Brahmagiri hills/Buddhist settlements</li> <li>Island of Nisargadhama</li> <li>River Kaveri</li> </ul>	2 + 1 = 3
v.	<p><b>And no one buys a ball back:</b></p> <ul style="list-style-type: none"> <li>Ball symbolises childhood memories, with loss--there is understanding of loss, acceptance and ability to face/cope with the loss</li> <li>Money is external /things lost cannot be substituted by money</li> </ul> <p><b>(Any other relevant point)</b></p>	2 + 1 = 3
9.	Any <b>two</b> out of three:	2 X 3 = 6
	<p><i>Footprints Without Feet</i></p> <p>Content– 2 marks</p>	



	Expression– 1 mark	
<b>i.</b>	<b>Any two value points:</b> <ul style="list-style-type: none"> <li>Anil initially reacts negatively to Hari Singh’s cooking, despite this the latter charms Anil (hangs around, smiles appealingly)</li> <li>Anil assumes the role of a mentor (teaches him how to cook, read and write)</li> <li>Progression– Anil’s initial doubt/scepticism evolves to that of supportive friend/mentor (fostering mutual respect and encouragement for Hari Singh’s personal growth)</li> <li>Anil overlooked Hari Singh’s everyday stealing (thievery)</li> </ul>	2 + 1 = 3
<b>ii.</b>	<b>Any two value points:</b> <p>The voice- asked about Horace’s condition mentioning hay fever, suggesting medical treatment.</p> <ul style="list-style-type: none"> <li>Horace fails at his attempt at burglary</li> <li>Fascinated by the lady in red (thinks of her as the lady of the house)</li> <li>Becomes careless, takes out his gloves/ leaves his fingerprints</li> <li>Reflects on homeowner’s precautions (poorly built alarm and safe hidden behind the painting)</li> </ul>	2 + 1 = 3
<b>iii.</b>	<b>Any two value points:</b> <ul style="list-style-type: none"> <li>Play uses humour to depict Martians, led by Think Tank (believes himself highly intelligent, but misunderstands earthlings’ customs and traditions)</li> <li>In a library filled with books, the Martians mistake books for sandwiches.</li> <li>Think -Tank misinterprets a nursery rhyme /takes every written word literally/ as a threat to himself.</li> <li>Ultimately Martians decide to postpone their invasion plans based on their interpretations, believing earthlings to be more advanced.</li> </ul>	2 + 1 = 3
<b>10.</b>	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)	1 X 6 = 6
<b>a.</b>	<b>(Any three value points. At least one from each text)</b> <p>Lencho’s feeling-Initial grief</p> <ul style="list-style-type: none"> <li>Trust in God /left everything on the God/keep believed in divine</li> <li>Directness - he was straight forward in expressing his emotions</li> <li>Takes action - writes to God.This action reflected his faith and hope that God would answer his prayers.</li> <li>Source of hope and strength -outside</li> </ul> <p>Mandela’s feeling -complex and deeply rooted in personal experiences</p> <ul style="list-style-type: none"> <li>Believed in taking responsibilities and overcoming /working on the hardships.</li> </ul>	3 + 2 + 1 = 6

	<ul style="list-style-type: none"> <li>● Empathy for victims also</li> <li>● Call for reconciliation</li> <li>● Freedom for justice</li> <li>● Hope for future</li> <li>● Source of strength –internal</li> </ul>	
	<b>OR</b>	
b.	<p><b>(Any three value points. At least one from each text)</b></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"> <li>● Contrasting characters(interesting characterisation /names, traits)</li> <li>● Exaggerated descriptions (close to a parody- going against convention- brave mouse/coward dragon)</li> <li>● Playful language (realio, trulio, etc.)/use of Poetic License</li> <li>● Narrative structure the poem unfolds like a story</li> <li>● Replete with literary devices - imagery,alliteration,repitition,hyperbole,irony,onomatopoeia and anthropomorphism</li> </ul> <p>Chekhov’s use of language in The Proposal:</p> <ul style="list-style-type: none"> <li>● Combination of wit, irony, exaggeration and word play to create a humorous portrayal of human folly and conventions.</li> <li>● Irony and sarcasm- to ridicule each other’s arguments</li> <li>● Use of ‘aside’</li> <li>● Repetition and word play (to emphasize absurdity of characters’ behaviour- eg- repetitive arguments about Oxen Meadows/ dogs</li> <li>● Physical comedy (Lomov fainting multiple times due to palpitations adds to humour.</li> </ul>	$3 + 2 + 1 = 6$
<b>11.</b>	<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><b>(Any three value points - well developed)</b></p> <p>Hari Singh :</p> <ul style="list-style-type: none"> <li>● No friends –the only man he knew was Anil – whom he had robbed</li> <li>● Did not want to make anyone curious /take a chance – by staying at a hotel</li> <li>● Contemplated Anil’s feelings – when he would discover theft</li> <li>● Pondered over choices –to remain a thief or be educated and lead a respectable life</li> <li>● Trusted Anil –to teach him read and write</li> <li>● Returned - kept damp notes- he had taken</li> </ul>	$3 + 2 + 1 = 6$
	<b>OR</b>	

b.	<p><b>(All points should be included)</b></p> <p>Name of book:</p> <ul style="list-style-type: none"> <li>• <i>The Travels Of Monarch X</i> – opened the world of science to Ebright.</li> </ul> <p>Why and where:</p> <ul style="list-style-type: none"> <li>• Readers of above mentioned book—invited to help study migration of monarch butterfly.</li> <li>• Readers were asked—tag butterflies for Dr Urquhart – Ebright attached light adhesive tags to the wings of monarch butterflies – left them for other researchers to find and report to Dr Urquhart.</li> </ul>	<p>3 + 2 + 1 = 6</p>
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