

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Secondary School Examination, 2025 ENGLISH LANGUAGE & LITERATURE - 184 (SET- 2/4/1)	
<u>General Instructions: -</u>	
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.

Set-2/4/1

MARKING SCHEME

ENGLISH LANGUAGE & LITERATURE (184)

	SECTION A (READING SKILLS)	(20 Marks)
1.	PASSAGE 1	10
I.	<p>ESP is seen as a way to: (Any two)</p> <ul style="list-style-type: none"> • Encourage greater sustainable consumption and production. • Counter effects of climate change • Address threats to biodiversity • Provide more efficient disaster risk management 	1
II.	<ul style="list-style-type: none"> • ESD a lifelong process from early childhood to higher and adult education, and goes beyond formal education. <p>Critical areas : (any one)</p> <ul style="list-style-type: none"> • values, lifestyles and attitudes • Curriculum projects linked with recycling/ energy and water conservation/ pollution reduction and sustainable consumption. 	(1+1)
III.	<p>Curriculum projects linked with (Any two)</p> <ul style="list-style-type: none"> • Recycling • energy and water conservation • pollution reduction • sustainable consumption 	1
IV.	<p>(Any two)</p> <ul style="list-style-type: none"> • Children have the greatest capacity to learn in the early years • In these years, many of our fundamental attitudes and values are formed • Children already investigating issues related to recycling, energy conservation/ waste disposal/changes in the local environment 	2
V.	(A) Positive Change/ (B) power to reform	1
VI.	(C) UNICEF reports show that children under the age of eight represent the highest percentage of affected populations in global emergencies.	1
VII.	<ul style="list-style-type: none"> • Equitable access to high quality pre-school programmes remain a problem in both rich and poor countries • Linking health and education agenda important 	$\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2}$ mark for each correct part
VIII.	<p>Assertive/objective/matter of fact/ informative/ formal (any other synonym)</p>	1
2.	PASSAGE 2	10
I.	(B) It has developed very quickly.	1
II.	(A) Both the Assertion and Reason are true and the Reason is the correct explanation of the Assertion	1
III.	<p>(Any one)</p> <ul style="list-style-type: none"> • EVs do not consume any energy when stationary compared to ICE • EVs emit 30-80% less GHGs than ICE • EVs reduce GHGs 	2

	• Evs are energy efficient			
IV.	Stationary/parked/not in use/not running/immobile (any one)			1
V.	By making India self-sufficient			1
VI.	Reduce			1
VII.	(Any one) <ul style="list-style-type: none">• FAME Policy• To encourage EV adoption			1
VIII.	EV market gaining momentum			1
IX.	That policies (financial, etc.) are implemented efficiently.			1
	SECTION-B GRAMMAR AND CREATIVE WRITING SKILLS Full credit – 1 mark for correct answer. No partial credit.			20 Marks
I	Purchased			1
II	Should			1
III		Error	Correction	1
		has	Have	
IV	(A)Sounded interesting			1
V	(B) ate----eats			1
VI	Pledged to plant some trees that weekend			1
VII		Error	Correction	1
		Maintain/in	Maintaining/to	
VIII	(B)started			1
IX	(D) each			1
X	Should			1
XI	(D)applies			1
XII	Changes---change			1
CREATIVE WRITING SKILLS				
<i>Note : All details presented in the questions are imaginary and created for assessment purpose.</i>				
4.	Letter Writing-ANY ONE from (A) and (B) given below:			5marks
4 (A) and (B)				
Formal Letter Writing				
Any one from (A) and (B) to be attempted				
Content-2 marks				
Format-1 mark				
• No mark for format alone if content is irrelevant or missing				

<ul style="list-style-type: none"> • Full credit of 1 mark if all aspects are mentioned • Partial credit of ½ mark if one or two aspects are missing • No credit if more than two aspects are missing <p>Organisation of ideas-1 mark (Effective style, orderly sequence, paragraphed structure and formal tone and vocabulary)</p> <p>Accuracy-1mark (Spelling ,punctuation and grammar)</p>		
(A)	<p>Value points:</p> <p>(At least two points, one from each aspect)</p> <p>Highlighting issues with infrastructure/other facilities:</p> <ul style="list-style-type: none"> • fewer books • poor upkeep of the space • rundown shelves and seatings • improper journaling of books issued & received leading to misplacement <p>Suggestions:</p> <ul style="list-style-type: none"> • Library to be a reading-friendly environment • Latest collection in all genres • Proper seating and lighting • Audiobooks and e-readers • Adequate faculty participation <p>(Any other relevant point)</p>	2+1+1+1
	OR	
(B)	<p>Value points:</p> <p>(At least two points, one from both aspect)</p> <ul style="list-style-type: none"> • Rash driving • Instances of drinking and driving • Violation of traffic rules-skipping red lights, over speeding, not following the lane system, etc. • Underage driving • Lack of proper documents/license <p>Suggestions:</p> <ul style="list-style-type: none"> • Fines and penalties • Proper surveillance • Awareness campaigns • Improved road infrastructure • Pro-active participation of the concerned authorities 	2+1+1+1

	<ul style="list-style-type: none"> • Strict action against repeat offenders (cancelling license, imprisonment, etc.) <p>Any other relevant point</p>	
5.	Attempt ANY ONE from (A) and (B) given below:	5marks
<p>5(A) and (B)</p> <p><i>Analytical Paragraph</i></p> <p><i>Any one from (A) and (B) to be attempted</i></p> <p>Content-2 marks</p> <ul style="list-style-type: none"> • Full credit of 2 marks for all value points given in the question • Partial credit of 1 mark if only two value points are given. <p>Organisation of ideas-2marks</p> <ul style="list-style-type: none"> • Effective style, orderly sequence, and formal tone and vocabulary • Linking words and phrases like: however, in addition to, in contrast to, therefore, etc. should be included <p>Accuracy-1mark (Spelling, punctuation and grammar)</p>		
(A)	Value Points: Digital India program IT-Jobs E-governance E-Kranti Electronic Delivery of Services Broadband for all- urban and Rural Information for all.	2+2+1
	OR	
(B)	Value Points: <ul style="list-style-type: none"> • Dance, music, art • Outdoor sports like cricket, hockey, basketball, soccer, tennis • Computer games • Net surfing • Social media 	2+2+1
	SECTION-C LITERATURE TEXT BOOK	40 marks
6	Read the following extracts and answer the questions for any one of the given two, (A) or (B) :	5
A. I	Depressed/lonely/upset/bored OR any other synonym	1
II.	(D)reflective	2

III.	Friend	1
IV	(Any one) <ul style="list-style-type: none"> Paper is non-judgmental Paper is more patient than humans (Any other relevant point)	1
	OR	
B.I	<ul style="list-style-type: none"> Matilda's emotional state-upset/ unhappy/ dissatisfied/ frustrated/ vexed, etc. due to the inability to buy the desired costume for the ball. Financial situation- financial constraints/ husband's economical nature made her anxious about the dress 	(1+1)
II	(D)The card did not bear her name.	1
III	To give the card to some colleague whose wife was better fitted out	1
IV	One who is mindful at spending (due to financial constraints)	1
7.	Read the following extracts and answer the questions for any one of the given two, (A) or (B) :	5
A.I	(C) It emphasizes that an unexpected noise was heard.	1
II	(Any two points) <ul style="list-style-type: none"> He was bullied by other housemates Sought refuge/comfort/security in a cage Avoided confrontation; was seen as a coward) 	2
III	(A)Through the telescope she saw a star Which she thought was very far She stretched her hand And felt the crumple of the sand.	1
IV	Coward	1
	OR	
B.I	(Any two points) <ul style="list-style-type: none"> Atmosphere of tranquility and detachment Description of night-“fresh”, “whole moon”, “shine”, “ open sky”, etc Metaphorical-Revolutionary/hopeful/optimistic 	2
II	(A)Entry point-vastness/ (C) allowing access and vision-expanse of space	1
III	The details of the departure of the trees from the house	1
IV	(C) 4 and 5	1

8	<p>Answer any <i>four</i> of the following five questions in 40 – 50 words each:</p> <p><i>Content – 2 marks (at least 2 value points)</i></p> <p><i>Expression – 1 mark (Effective style, coherence and cohesion)</i></p>	4× 3=12
I.	<p>(Any two points)</p> <ul style="list-style-type: none"> Animals identified by their unique characteristics Physical appearance linked to their nature/behavioural traits Examples- Bear’s hug, crocodile tears, etc. 	2+1
II	<p>(At least one value point for each character)</p> <ul style="list-style-type: none"> Rajvir was visiting Assam for the first time Rajvir was awed by the beauty he witnesses on his train journey Pranjol was used to these sights/had prior knowledge about the place Pranjol was a native of Assam <p>Any other relevant point</p>	2+1
III	<p>(Any two points)</p> <ul style="list-style-type: none"> Hemlock tree and crow-traditional symbols of negativity/ despair/ gloom/ death, etc. These symbols are reversed Depict positive change and transformative/healing power of nature <p>Any other relevant point</p>	2+1
IV	<p>(At least one value point for each part of the question)</p> <ul style="list-style-type: none"> Lencho’s cornfield suffered damage due to hailstorm cornfield reduced to a patch of salt/nothing <p>Role of faith:</p> <ul style="list-style-type: none"> Had faith that god would help him Writes a letter to God seeking help to recover losses <p>Any other relevant point</p>	2+1
V	<p>(At least one statement and one evidence)</p> <p>Statement</p> <ul style="list-style-type: none"> They humiliate/accuse/put forward non-sensical arguments to prove their point No fruitful conclusion is reached Jeopardises the proposal of marriage <p>Evidence:</p>	2+1

	<ul style="list-style-type: none"> • Lomov suffers physically as well • Natalya and Lomov engage in comically heated arguments over Oxen Meadows and dogs <p>(Any other relevant point)</p>	
9	<p>Answer any <i>two</i> of the following three questions in 40 – 50 words each:</p> <p>Content – 2 marks (at least 2 value points)</p> <p>Expression – 1 mark (Effective style, coherence and cohesion)</p>	2× 3=6
I	<p>(Any two points)</p> <ul style="list-style-type: none"> • Refers to a sense of empowerment in Bholi due to education • Bholi was always neglected/bullied-pockmarked/ dimwit/ ugly/ stammering,etc • Education instilled confidence/clarity of speech/sense of self worth • The wedding example-took a stand for herself and family/ becomes a teacher/takes care of her parents,etc. <p>Any other relevant point</p>	2+1
II	<p>(Any two points)</p> <ul style="list-style-type: none"> • Mrs. Pumphrey – regular supplies of dozen of fresh eggs for Tricki • Mr. Herriot and his colleagues incorporated two eggs into their breakfast routine – delightful. • Subsequently received bottles of wine – for Tricki • Turned into a special occasion – Mr. Herriot and his colleagues – enjoyed two glasses of wine and food. • Wanted tricki as a permanent guest <p>Any other relevant point</p>	2+1
III	<p>(Any two points)</p> <ul style="list-style-type: none"> • Ausable discovers a threat in his room-Max with a pistol in his hand • Ausable fabricates a story about a balcony beneath his room • Claims that he alerted the management/talks about security concerns • Flusters Max leading to his fall <p>Any other relevant point</p>	2+1
10	<p>Answer any one of the following two questions in 100 – 120 words :</p> <p><i>Content – 3 marks</i></p> <p><i>Expression ((Effective style, coherence and cohesion) – 2 marks</i></p>	6 marks

	Accuracy (Spelling, punctuation, grammar) – 1 mark	
I	<p>(Any three points from each lesson (At least one from each lesson))</p> <p>The Ball Poem</p> <ul style="list-style-type: none"> • Boy loses his ball/prized possession • Loss signifies temporariness of things/inevitability of loss • Loss of childhood/memories • Learning responsibility/attachment leads to suffering <p>Sermon at Banaras</p> <ul style="list-style-type: none"> • Impermanence of life • Kisa Gotami example • Suffering is inevitable • Attachment leads to suffering • Accepting human fate/avoiding prolonged grief/lamenting doesn't bring back the dead <p>Any other relevant point</p>	3+2+1
	OR	
II	<p>(At least one similarity and difference to be quoted from each lesson)</p> <p>Similarities-</p> <ul style="list-style-type: none"> • Both experience adversities/hardships • Seagull faces challenge in learning how to fly; Lencho grapples with the loss of his crops • Both show determination/resilience-seagull persists in learning to fly even after several failed attempts; Lencho writes a letter to god <p>Differences-</p> <ul style="list-style-type: none"> • Seagull's challenge was physical/related to its natural instincts; Lencho's challenge a natural disaster; affected his livelihood. • Seagull relies on parental guidance; Lencho turns to God. <p>Role of faith-</p> <ul style="list-style-type: none"> • Lencho believes in god for help • Seagull sees the mother as the safety net <p>Any other relevant point</p>	3+2+1
11	<p>Answer any <i>one</i> of the following two questions in 100 – 120 words:</p> <p><i>Content – 3 marks</i></p>	6marks

	<i>Expression ((Effective style, coherence and cohesion) – 2 marks</i> <i>Accuracy (Spelling, punctuation, grammar) – 1 mark</i>	
I	<p>(At least one point from each part of the question)</p> <p>Brilliant scientist-</p> <ul style="list-style-type: none"> • Invented an invisibility potion • Shows passion/commitment for his subject/discipline <p>Lawless person-</p> <ul style="list-style-type: none"> • Abuses his invention • Shows reckless behavior • Burns down his landlord's house • Steals from stores/clergyman, etc. • Attacks Mr. and Mrs. Hall/storekeeper at the theatre company • Assaults the policeman <p>Any other relevant point</p>	3+2+1
	OR	
II	<p>(Any three points)</p> <ul style="list-style-type: none"> • Sweeping statements to be avoided • Misinterpretations lead to unavoidable disasters • Think-Tank symbolises how half-baked mind could have led to an invasion on another planet • Think-Tank saw books as sandwiches and jumped to conclusions. • Misinterpreted words from Mother Goose Rhyme book led to his downfall. • Screamed, ordered to evacuate mars immediately. • Felt Mars was being invaded. • Decided to escape without delay and go a hundred million miles away from Mars. <p>Any other relevant point</p>	3+2+1