

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2025
ENGLISH LANGUAGE & LITERATURE - 184 (SET- 2/5/2)

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.

Set-2/5/2

MARKING SCHEME

ENGLISH LANGUAGE & LITERATURE (184)

SECTION A- 20 marks		
Reading		
QNO		MARKS
1.	Passage 1	10

i.	(D) – It can only search but not research.	1
ii.	<ul style="list-style-type: none"> to read everything on the subject have something original to add to the existing body of research 	2 (1+1)
iii.	Logical/objective/analytical (any other relevant word)	1
iv.	Chat GPT: only summary of the information gathered from databases Writer: original/unique/research oriented work	2 (1+1)
v.	originality/freshness of idea/research work/new perspective/fresh angle (any other relevant word/phrase)	1
vi.	(D) – speed	1
vii.	True	1
viii.	“As an AI language model, I don’t hold personal beliefs, but I can present arguments on both sides of the topic.”	1
2.	Passage 2	10
i.	Largest glaciers in the higher elevation to the subtropical forests in the lowest elevation	1
ii.	cleared, large scale	1 (½ + ½)
iii.	Haridwar	1
iv.	(C) – ends	1
v.	<ul style="list-style-type: none"> the rain in Uttarakhand starts by the end of April and it lasts till September the monsoon rainfall is 78% of the annual rainfall 	2 (1+1)
vi.	(D) – Bageshwar and Haridwar	1
vii.	Due to the differences in topographical features	1
viii.	The moist deciduous forest of the Upper Gangetic plains form the Bhabhar belt.	1
ix.	(B) – The mean maximum and mean minimum temperatures range from 15°C to 20°C at altitudes of 2 km.	1
	SECTION B – 20 marks Grammar and Creative Writing Skills	
3.	Any ten of twelve. Full credit 1 mark, for correct answers. No partial credit for any question in this section.	10
i.	(D) – invented	1
ii.	which movie they were going to watch	1
iii.	Error: on Correction: at	1
iv.	(D) – can	1
v.	(D) – plays, played	1
vi.	to help him park his car in the visitor’s parking area	1
vii.	Error: were Correction: are	1
viii.	(D) – why he wasn’t playing with his friends.	1
ix.	(D) – much	1
x.	may/could	1
xi.	(C) – create	1
xii.	shirked	1
4.	Letter Writing <ul style="list-style-type: none"> Format – 1 (Full credit if all aspects included, partial credit mark ½, if one-two aspects are missing. No credit, if more than two aspects are missing. No mark for format alone if content is missing or irrelevant) Content – 2 (value points addressed) 	

	<ul style="list-style-type: none"> • Organisation – 1 (Coherence, cohesion and effective style) • Accuracy – 1 (Spelling, punctuation and grammar) 	
a.	<p>Value Points for the problem: (any one)</p> <ul style="list-style-type: none"> • Defective speed breaker • Vehicles have got damaged • Have caused accidents • No clear marking/are not visible • No sign board for speed breakers <p>(any other relevant point)</p> <p>Value Points for suggestions: (any one)</p> <ul style="list-style-type: none"> • Proper construction under authorised supervision • Regular maintenance • Clear marking/proper sign boards <p>(any other relevant point)</p>	5 (1+2+1+1)
b.	<p>Value Points for the problem: (any one)</p> <ul style="list-style-type: none"> • Poor condition of tourist spots • Vandalism by tourists – destroying public property • Litter the public places/ not using the dustbins • Throwing plastic here and there • Tourists don't follow public guidelines • Spoiling nature <p>(any other relevant point)</p> <p>Value Points for the suggestions: (any one)</p> <ul style="list-style-type: none"> • Respect public property • Throw garbage in dustbins • Avoid using plastic • Respect nature • Follow public guidelines <p>(any other relevant point)</p>	5 (1+2+1+1)
5.	<p>Analytical Paragraph</p> <ul style="list-style-type: none"> • Content – 2 (full credit of 2 marks for all value points given in the question; partial credit of one mark if only two value points are given) • Organisation – 2 (Coherence, cohesion, effective style and use of linking words) • Accuracy – 1 (Spelling, punctuation and grammar) 	
a.	<p>Value points to check the suitability of the park for children:</p> <ul style="list-style-type: none"> • covered on all four sides with 2 gates • skating rink and basketball court in the park • swings in one corner for younger children • open ground for colony functions • specific timings 	5 (2+2+1)

b.	Value points to analyse the causes for obesity: <ul style="list-style-type: none"> • unhealthy diet – 40% • lack of exercise – 30 % • stress and anxiety – 25% • genetic factors – 5% <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <u>Age group affected</u> <ul style="list-style-type: none"> • 0-5 years: 13% • 5-8 years: 20% • 8-12 years: 28% • 13-15years: 25% • 16-18 years: 14% </div>	5 (2+2+1)
	SECTION C- 40 Marks Literature Textbook	
6.		
a.	Reference to context:	
i.	pride	1
ii.	<ul style="list-style-type: none"> • Perfecting them in the art of flight • Teaching them how to skim the waves • How to dive for fish (any one)	1
iii.	For young seagull's brother: (any one) <ul style="list-style-type: none"> • Circled around the brother • Raised a proud cackle For young seagull: (any one) <ul style="list-style-type: none"> • Left him to starve • Taunted him for his cowardice 	2 (1+1)
iv.	(D) - gobbled	1
b.	Reference to context:	
i.	(A) – to be heard	1
ii.	Effect: (1 mark for effect) <ul style="list-style-type: none"> • She gets angry/loses her cool/loses her temper (any other relevant point) Why/Reason: (1 mark for reason) <ul style="list-style-type: none"> • because she thinks Oxen Meadows belong to her family/Lomov was wrongly claiming the Oxen Meadows (any other relevant point)	2 (1+1)
iii.	confusion	1
iv.	That the meadows were his/ Natalya was wrongly claiming the Oxen Meadows.	1
7.		
a.	Reference to context:	
i.	Simile/alliteration	1
ii.	<ul style="list-style-type: none"> • Percival was brave • Custard was a coward 	2 (1+1)
iii.	cruel/heartless/insensitive (any other relevant word)	1

iv.	That he is a coward (any other synonym for coward)	1
b.	Reference to context:	
i.	nagging/overbearing/authoritative/dominating/instructive (any other relevant word)	1
ii.	These lines are Amanda's inner thoughts/subconscious thoughts/ inner feelings (any other relevant word/phrase)	1
iii.	(C) – Amanda longs to be free like a mermaid which sails effortlessly in the sea.	1
iv.	Value Points: (any two) <ul style="list-style-type: none"> • fed up of the constant nagging • wants peace/wants space • wants to live alone/independent • does not want to be instructed all the time • wants to live life on her own terms 	2 (1+1)
8.	Answer any four of the following five questions, in about 30-40 words. <ul style="list-style-type: none"> • Content – 2 (value points) • Expression – 1 (Coherence, cohesion and effective style) 	
i.	Value Points: (any two) <ul style="list-style-type: none"> • crops destroyed by hailstorm • fear of starvation • no resources to sustain the year • no money to sow seeds again 	3 (2+1)
ii.	Value Points: (any one value point from any two stages) As a child: <ul style="list-style-type: none"> • Free to run in the fields/Free to swim in the clear stream • Free to roast mealies under the stars • Ride the broad backs of slow-moving bulls As a student wanted transitory freedoms: <ul style="list-style-type: none"> • being able to stay out at night • read what he pleased • go where he chose As a young man yearned for the basic and honourable freedoms: <ul style="list-style-type: none"> • Achieve his potential • Earn his keep • Marry and have a family • Freedom to live a lawful life without obstruction As a grown adult: <ul style="list-style-type: none"> • Wanted freedom for all Africans • Saw freedom as indivisible 	3 (2+1)
iii.	Value Points: (any two) <ul style="list-style-type: none"> • Tiger is caged/is in confinement • Has lost its freedom • Can't roam/hunt freely 	3 (2+1)

	<ul style="list-style-type: none"> No one is scared of the tiger It is just an object of gaze Tiger is distressed/in quiet rage 	
iv.	Value Points: (any two) <ul style="list-style-type: none"> Gathered information about the journey discreetly Saved money for the journey/ resisted every temptation at the village fair Planned according to her mother's sleeping schedule Escaped and entered house without being caught/noticed 	3 (2+1)
v.	Value Points: (both value points to be written) <ul style="list-style-type: none"> Pranjol - native of Assam – had seen tea gardens Rajvir - visiting Assam first time 	3 (2+1)
9.	Answer any two of the following three questions, in about 40-50 words. <ul style="list-style-type: none"> Content – 2 (value points) Expression – 1 (Coherence, cohesion and effective style) 	
i.	Value Points: (both value points to be written) <ul style="list-style-type: none"> One of the few clerks to get the invitation Thought Matilda would be happy 	3 (2+1)
ii.	Value Points: (both value points to be written) <ul style="list-style-type: none"> Tehsildar had ordered Ramlal Ramlal could not disobey the Tehsildar 	3 (2+1)
iii.	Value Points: (any two) <ul style="list-style-type: none"> Anil believed Hari's lies easily Never asked for expenditure/Hari stole one rupee often Showed him the six hundred he had earned Kept money carelessly under the mattress Gave Hari key to his house Forgave Hari's lie about cooking/Even taught him how to read and write 	3 (2+1)
10.	Answer any one of the following two questions, in about 100-120 words. <ul style="list-style-type: none"> Content – 3 (value points) Expression – 2 (Coherence, cohesion and effective style) Accuracy – 1 (Spelling, punctuation and grammar) 	
a.	(Any 3 value points – at least 1 value point from each chapter) Value Points for <i>His First Flight</i> : Seagull was scared to fly <ul style="list-style-type: none"> Had fear of falling Lacked confidence/ thought his wings would not support him Conquered fear/took his first flight He enjoyed flying along with his family Value Points for <i>Madam Rides the Bus</i> : <ul style="list-style-type: none"> Valli was curious to travel in a bus Wanted to see the world outside her village 	6 (3+2+1)

	<ul style="list-style-type: none"> Planned her journey meticulously/saved money Saw beautiful sceneries while travelling in bus Saw a bazaar filled with people Witnessed death for the first time 	
b.	<p>(Any 3 value points – at least 1 value point from each chapter)</p> <p>Value Points for <i>Tiger in the Zoo</i>:</p> <ul style="list-style-type: none"> Tiger in the zoo is inside a cage Only has few steps to walk All strength behind the bars It is just an object of gaze Can't roam freely Can't hunt freely Longs for freedom Disinterested in the visitors <p>Value Points for <i>How to Tell Wild Animals</i>:</p> <ul style="list-style-type: none"> Tiger is free to roam in the jungle It hunts freely It terrorises the villagers/people are scared of it It is seen as a large tawny beast 	6 (3+2+1)
11.	<p>Answer any one of the following two questions, in about 100-120 words.</p> <ul style="list-style-type: none"> Content – 3 (value points) Expression – 2 (Coherence, cohesion and effective style) Accuracy – 1 (Spelling, punctuation and grammar) 	
a.	<p>Value Points: (any three)</p> <ul style="list-style-type: none"> Agreed to marry an old man because of parents Bishamber Nath was a greedy/contemptible person Asked for dowry Disrespected my father Father had to place the bundle of money at the bridegroom's feet Could not tolerate this behaviour Declined to marry him Decided to become a teacher Decided to serve my parents as an independent woman Wanted to make my teacher proud 	6 (3+2+1)
b.	<p>(Any three value points either FOR or AGAINST the given statement)</p> <p>Value Points for agreeing with the statement:</p> <ul style="list-style-type: none"> her foolishness made Tricki sick was over pampering did not listen to doctor's advice fed him excess food – dog became fat did not give Tricki any exercise Tricki became like a bloated sausage/bloodshot eyes/rheumy eyes/tongue lolling from jaws/unable to walk properly 	6 (3+2+1)

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• The dog had bouts of vomiting/kept lying on the rug• Tricki would have died if it was not taken away by Dr Herriot | |
|--|---|--|

OR

Value Points for **disagreeing with the statement:**

- Mrs Pumphrey meant no harm to Tricki/loved Tricki a lot
- Her nature was over pampering/bought Tricki many things
- Kept him like her own child
- Feeding food was her love language/gave Tricki a lot of food out of love
- She did not know how to manage a pet
- She was overprotective of Tricki – thus unintentionally harmed him