

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2025**  
**ENGLISH LANGUAGE & LITERATURE (SET- 2/6/2)**

**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	<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>
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. <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>
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. <b>This is the most common mistake which evaluators are committing.</b>
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 <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.
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"> <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)

SECTION A- 20 marks		
Reading		
QNO		MARKS
<b>1.</b>	<b>Passage 1</b>	<b>10 Marks</b>
i.	(A) Social interaction is necessary to nurture creativity.	1
ii.	(A) Both the Assertion and Reason are true, and the Reason is the correct explanation of the Assertion.	1
iii.	Inexhaustible	1
iv.	<b>(Any two)</b> <ul style="list-style-type: none"> <li>98% of 3 to 5 year old exhibited creative thinking</li> <li>ability drops to 10% among 13 to 15 year olds</li> <li>only 2% among 25 years olds indicate the innate creativity</li> </ul>	1+1
v.	Social	1
vi.	Creativity flourishes all around – <ul style="list-style-type: none"> <li>in science and technology</li> </ul>	1
vii.	arts/music/writing/technology/science and innovation/ business/medical sciences/law/journalism/education (Any one)	1
viii.	<ul style="list-style-type: none"> <li>future of creativity not in danger</li> </ul> Need to build a truly creative society that rewards creativity	1+1
<b>2.</b>	<b>Passage 2</b>	<b>10 Marks</b>
i.	(B) The consumers are confused	1
ii.	Thriving	1
iii.	Data utilization	1
iv.	Retail Assistance	1
v.	(C) Marketing Trends	1
vi.	follow	1
vii.	offer limited, functional, mid- priced products / instill customer confidence / break the cycle of consumerism	1
viii.	creators often prioritise wealthier consumers	1
ix.	<b>(Any two)</b> <ul style="list-style-type: none"> <li>Overwhelming array of choices</li> <li>Depends on venture capital funding</li> <li>Expectation of rapid growth</li> </ul>	1+1
	<b>SECTION B – 20 marks</b>	
	<b>Grammar and Creative Writing Skills</b>	
<b>3.</b>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Any ten out of twelve questions</li> <li>Full credit-1 mark for the correct answer</li> <li>No partial credit</li> </ul>	<b>10 marks</b>
i.	burning	1

ii.			1
	<b>Error</b>	<b>Correction</b>	
	concerning	concerned	
iii.	(A) of		1
iv.	(D) had come		1
v.			1
	<b>Error</b>	<b>Correction</b>	
	allowed	allow	
vi.	He wanted a reference book for physics which he could use for his project work.		1
vii.	which		1
viii.	(C) many		1
ix.	was a result		1
x.	(B) He swore that he had not stolen the bag		1
xi.	(D) view – views		1
xii.	(A) very few / some		1
	<b>Creative Writing Skills</b>		<b>10 marks</b>
4.	<b>Any one from (a) or (b)</b>		<b>5</b>
	<b>General instructions for Q4 (a) and (b): No mark to be awarded if only format is written, without any/irrelevant content</b> Format-1 Mark (Full credit if all aspects included; partial credit, ½ marks, if one / two aspects are missing; no credit, if more than two aspects are missing) Content-2 Marks Organisation of Ideas – 1 (effective style, orderly sequence, paragraphed structure, formal tone and vocabulary) Accuracy – 1 (spelling, punctuation and grammar)		
a.	<b>Suggested Value Points (any two value points)</b> <ul style="list-style-type: none"> <li>Declining writing habits</li> <li>Increased dependence on internet resources</li> <li>Internet resources affect children's expression skill</li> <li>Adverse impact on academic performances</li> <li>Organize reading and writing workshop</li> <li>Organize daily reading period in every class</li> <li>Encourage the students – maintain journal</li> <li>Appreciation certificate for students</li> <li>Acknowledging the students efforts</li> </ul> (Accept any other relevant point.)		1+2+1+1
b.	<b>Suggested Value Points (any two value points)</b> <ul style="list-style-type: none"> <li>Keen interested in planning a family gateway</li> <li>Provide Itinerary options and the activities</li> <li>Availability of rooms and their costs</li> <li>Nearby attractions – to explore</li> <li>Transport facilities – Wi-Fi facility</li> <li>Availability of any special package / offers</li> <li>Special packages for different age group</li> <li>Food facility</li> </ul> (Accept any other relevant point.)		1+2+1+1
5.	<b>Any one from (a) or (b)</b>		<b>5</b>

	<p>Content – 2</p> <ul style="list-style-type: none"> <li>• Full credit of 2 mark for all value points given in the question.</li> <li>• Partial credit of 1 mark if only 2 points are given</li> </ul> <p>Organisation of Ideas – 2 (effective style, orderly sequence, single paragraph structure, formal tone and vocabulary) Linking words and phrases like: however, in addition to, in contrast to, therefore etc. should be included.</p> <p>Accuracy – 1 (spelling, punctuation and grammar)</p>	
<b>a.</b>	<p>Suggested Value Points</p> <ul style="list-style-type: none"> <li>• Table indicates the Pros and Cons of Internet</li> </ul> <p>Pros –</p> <ul style="list-style-type: none"> <li>➤ Connectivity</li> <li>➤ Communication speed and versatile working</li> <li>➤ Learning Re-defined</li> <li>➤ Transfer of Data</li> </ul> <p>Cons –</p> <ul style="list-style-type: none"> <li>➤ Data security</li> <li>➤ Social isolation</li> <li>➤ Addicted towards it</li> <li>➤ Plagiarism and copyright</li> </ul> <p><b>(Accept any other relevant point.)</b></p>	2+2+1
<b>b.</b>	<p>Suggested Value Points</p> <p>-</p> <ul style="list-style-type: none"> <li>➤ Misuse of Information Technology with the intention to trouble others</li> <li>➤ It comes in various forms-hacking, negative comments-spreading rumours</li> <li>➤ Impact-spoils image, self-doubt, results in insecurities and complexes</li> <li>➤ Causes- desire of power, seeking entertainment, escapism, inadequate regulations</li> </ul> <p><b>(Accept any other relevant point.)</b></p>	2+2+1
	<p style="text-align: center;"><b>SECTION C- 40 Marks</b> <b>Literature Textbook</b></p>	
<b>6.</b>	<b>Read the following extracts and answer the questions for any one of the given two (a) or (b)</b>	<b>5</b>
<b>a.</b>		
<b>i.</b>	Realisation of meaning of courage/resilience/strength/conquering of fear	1
<b>ii.</b>	(D )Ability to overcome fear	1
<b>iii.</b>	<p><b>(any two)</b></p> <ul style="list-style-type: none"> <li>• triumph over fear rather than the absence of fear</li> <li>• differs from the common misconception that courage defined by absence of fear</li> <li>• emphasizes on courage that involves overcoming of fear rather than avoiding it.</li> </ul>	2
<b>iv.</b>	impossible to understand	1
<b>b.</b>		
<b>i.</b>	A) joyous	1
<b>ii.</b>	<ul style="list-style-type: none"> <li>• uplifts the protagonist's motivation</li> <li>• Brings positive change in the protagonist's outlook</li> <li>• Hopeful of being educated by Anil</li> <li>• Looks for respectable space in society</li> </ul> <p style="text-align: right;"><b>(any two)</b></p>	1+1

iii.	nobility	1
iv.	“My heart sank”-a feeling of disappointment/worry/fear “My spirits rose”- positive emotional state/hopeful/optimistic	$\frac{1}{2} + \frac{1}{2}$
7.	<b>Read the following extracts and answer the questions for any one of the given two (a) or (b)</b>	<b>5</b>
a.		
i.	stumbling forward	1
ii.	(any two) <ul style="list-style-type: none"> <li>appears to be eerie and foreboding</li> <li>Glass symbolises-man made barrier, sense of tension</li> <li>Trees (nature) struggling to move out from the concrete structure in the open</li> <li>Discord between human consciousness and natural world</li> </ul> (any other relevant point from the poem)	2
iii.	B) eerie and foreboding	1
iv.	the trees would move out of the house and into the forest	1
b.		
i.	(any one) <ul style="list-style-type: none"> <li>Her mother gives her too many instructions</li> <li>She doesn't want to follow them but she cannot dare to ignore them</li> </ul>	1
ii.	<ul style="list-style-type: none"> <li>yearns for freedom/ tranquillity/independence</li> <li>portrays unhappiness/ discontentment/ dissatisfaction/ unhappiness/ to be all alone</li> </ul>	1+1
iii.	To convey a sense of peace / solitude/ silence	1
iv.	B) 2 and 3	1
8.	<b>Answer any four of the following five questions in about 40 -50 words</b>	<b>12</b>
	Content – 2 marks (atleast 2 value points) Expression – 1 marks (Effective style, coherence and cohesion)	
i.	<b>any two value points</b> <ul style="list-style-type: none"> <li>Death is inevitable</li> <li>Weeping and grieving makes pain greater</li> <li>Becomes sick and pale</li> <li>Everything is subject to death</li> <li>World is deeply affected by suffering, disease or pain</li> <li>Inevitable there is death and decay</li> </ul> (Any other relevant point to be accepted)	2+1
ii.	<b>any two value points</b> <ul style="list-style-type: none"> <li>Nature's power to uplift and renew the human spirit</li> <li>Small, unexpected touch of snow transforms a negative mood</li> <li>ability to influence/enhance emotional well-being</li> </ul> (Any other relevant point to be accepted)	2+1
iii.	<b>any two value points</b> <ul style="list-style-type: none"> <li>faith shines brightly amid adversity</li> <li>firm belief that God will provide help for his needs</li> <li>he writes a letter to God</li> </ul>	2+1

	<ul style="list-style-type: none"> <li>• beacon of hope</li> <li>• does not blame God</li> </ul> <p>(Any other relevant point to be accepted)</p>	
<b>iv.</b>	<p><b>any two value points</b></p> <p>First part</p> <ul style="list-style-type: none"> <li>• scared and unsure about flying</li> <li>• he doubted his wings would not be able to support him</li> </ul> <p>second part</p> <ul style="list-style-type: none"> <li>• his parents, brothers and sister had already flown away</li> <li>• they left him alone deliberately</li> </ul> <p>(Any other relevant point to be accepted)</p>	<p>1- first part</p> <p>1- second part</p> <p>2+1</p>
<b>v.</b>	<p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• a behaviour of restrained frustration</li> <li>• it paces restlessly and moves with a slow, deliberate gait</li> <li>• a lack of natural stimuli</li> <li>• ignores the visitor</li> <li>• spends its night gazing at stars</li> </ul> <p>(Any other relevant point to be accepted)</p>	2+1
<b>9.</b>	<b>Answer any two out of the three questions, in about 40-50 words.</b>	<b>6</b>
	Content – 2 marks (atleast 2 value points) Expression – 1 marks (Effective style, coherence and cohesion)	
<b>i.</b>	<p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• to prevent him from overeating which was detrimental to his health</li> <li>• to stay at surgery</li> <li>• he could hardly walk/tongue lolling/bloated sausage</li> <li>• Herriot to monitor his diet/health</li> </ul> <p>(Any other relevant point to be accepted)</p>	2+1
<b>ii.</b>	<p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• Her excessive materialism</li> <li>• Dissatisfaction with her modest life</li> <li>• Yearning for wealth/luxury</li> <li>• Her preoccupation with status and appearances</li> <li>• Losing the necklace plunges into years of hardship</li> <li>• Her superficial desires</li> </ul> <p>(Any other relevant point to be accepted)</p>	2+1
<b>iii.</b>	<p><b>any two value points</b></p> <ul style="list-style-type: none"> <li>• The power of kindness and compassion over harsh punishment</li> <li>• Leading him to re-evaluate his life choices</li> <li>• Motivated to change his ways</li> <li>• Become more honest</li> <li>• Cease the importance of education</li> <li>• Respectable place in society</li> </ul>	2+1

	(Any other relevant point to be accepted)	
<b>10.</b>	<b>Answer any one of the following questions, in about 100-120 words.</b>	<b>6</b>
	Content-3                      Expression-2 (Effective style, coherence and cohesion) Accuracy-1 (spelling, punctuation and grammar)	
<b>a.</b>	<b>any 3 –at least one value point from each lesson</b> In ‘Dust of Snow’, <ul style="list-style-type: none"> <li>• Nature plays a pivotal role as transformative force</li> <li>• The falling ‘dust of snow’ from the crow alters the speaker’s mood</li> <li>• The crow acts as a vessel for nature’s positive influence by inadvertent by shaking the snow onto the speaker’s path</li> </ul> In ‘Fog’, <ul style="list-style-type: none"> <li>• Nature is depicted as a mysterious almost playful presence</li> <li>• It highlights nature’s power to affect human emotions</li> <li>• Symbolizing change, reflection and renewal</li> <li>• It is compared to cat and comes silently</li> </ul> (any other relevant point from the text must be accepted)	3+2+1
<b>b.</b>	<b>any 3 –at least one value point from each lesson</b> The Diary of Anne Frank- <ul style="list-style-type: none"> <li>• Anne’s optimistic spirit help her endure the hardships of being in hiding during the Holocaust</li> <li>• She remains hopeful about the future, even as she grapples with a loss of her innocence</li> <li>• She did not have any one true friend so made diary her friend</li> <li>• She was single out by the teacher for being a chatterbox ;responded with interesting essays</li> <li>• Eventually, her teacher became her friend and allowed her to talk</li> </ul> Madam Rides the Bus <ul style="list-style-type: none"> <li>• Valli though young displays confidence and determination</li> <li>• She embarks on her journey to the town</li> <li>• Despite her limited resources, Valli remain self-assured and independent, showing maturity beyond her years</li> <li>• She was a meticulous planner</li> </ul> (any other relevant point from the text must be accepted)	3+2+1
<b>11.</b>	<b>Answer any one of the following questions, in about 100-120 words.</b>	<b>6</b>
	Content-3                      Expression-2 (Effective style, coherence and cohesion) Accuracy-1 (spelling, punctuation and grammar)	
<b>a.</b>	<b>(Any three value points)</b> <ul style="list-style-type: none"> <li>• inquisitive child right from the beginning</li> <li>• Collected all 25 species of butterfly by the time he was in grade two</li> <li>• He was a straight –A student –second out of 1500 students in Howard</li> <li>• Did not give up after his first loss in County fair</li> <li>• Continued his experiments on butterfly-found the gold spot hormone and discovered cell theory</li> <li>• His unwavering commitment to scientific inquiry</li> <li>• His refusal to give up in the face of challenges serve as a profound inspiration</li> <li>• His ability to overcome obstacles</li> </ul>	3+2+1



	It inspires to <ul style="list-style-type: none"> <li>Embrace curiosity/stay dedicated/persist despite setbacks</li> </ul> (any other relevant point from the text must be accepted)	
<b>b.</b>	<b>(Any three value points)</b> <ul style="list-style-type: none"> <li>Her teacher recognizes her inherent qualities</li> <li>Nurtures her with patience and compassion</li> <li>Encourages Bholi to overcome her challenges</li> <li>Boosts her confidence and inspires her to find her voice</li> <li>Transforms Bholi's self-perception from weakness to resilience</li> <li>She instils values of kindness and self-acceptance</li> <li>Tells Bholi that one day she would be more learned in the village</li> <li>Encourages her to come daily to the school</li> <li>Helps her to cure her stammering</li> <li>Helps her becoming independent and taking a stand against marriage</li> <li>Inspires her to become a teacher like her</li> </ul> (any other relevant point from the text must be accepted)	3+2+1