

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (2nd Board Examination)
SUBJECT NAME : English Language & Literature
(Q.P. CODE / Set No. 184/2-7-1)

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 Newspaper/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. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the 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. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is 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 totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may 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” .
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). This is in view of the reduced syllabus and number of questions in question paper.
13	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- • Leaving answer or part thereof unassessed in an answer book. • Giving more marks for an answer than assigned to it. • Wrong totaling of marks awarded on an answer. • Wrong transfer of marks from the inside pages of the answer book to the title page. • Wrong question wise totaling on the title page. • Wrong totaling 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 totaling 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 totaled and written in figures and words.
18	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.
19	If a candidate attempts both alternatives/options in a question where only one option/alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
20	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.

MARKING SCHEME
English Language & Literature (Subject Code - 184)
(PAPER CODE : 2/7/1)

Q. No.	EXPECTED OUTCOMES/VALUE POINTS	Marks
	SECTION - A (Reading)	20 Marks
1.	Passage - 1	10 Marks
(i)	- increasing traffic congestion - increasing vehicle volume on the road - rise in the overall traffic flow (any one)	1
(ii)	(1) the volume of vehicles on a roadway exceeds its designed capacity, leading to a significant reduction in the efficiency of traffic movement.	1
(iii)	- It wastes time for motorists and passengers, leading to loss in productivity and harming regional economic performance. - Delays can cause people to be late for work, school, or important meetings, resulting in lost business opportunities and personal setbacks. - As travel times become unpredictable, drivers are forced to leave earlier than necessary, reducing time available for more productive or meaningful activities. (any two)	1+1 = 2
(iv)	(B) Due to delays and uncertainties, drivers often leave earlier than necessary, which decreases the time available for productive or personal activities and leads to lost business opportunities and personal setbacks.	1
(v)	- wastes fuel - increases carbon emissions of the vehicle - causes wear and tear on vehicles - leads to more frequent repairs. (any two)	1+1 = 2
(vi)	True	1
(vii)	(B) By choosing alternative transport methods like cycling or public transit and adjusting travel times to avoid peak hours.	1
(viii)	- investing in smart infrastructure and public transit - encouraging sustainable commuting habits (any one)	1
2.	Passage - 2	10 Marks
(i)	(D) Improved urban planning and infrastructure development.	1
(ii)	(B) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.	1
(iii)	Narrow roads and concrete structures contribute to the trapping of heat in cities, intensifying the urban heat island effect.	1
(iv)	Increased temperatures in summer lead to an increased demand for cooling.	1+1 = 2

	This expands our energy consumption, which in turn intensifies fossil fuel consumption, increasing pollutants in the air and harmful smog on our streets.	
(v)	- reduces stress levels - increases concentration at work - improves well-being - boosts productivity - encourages physical activity - reduces ambient air pollution/ heat/ traffic noise/ emissions - reduces the risks of chronic disease and mental illness (any one)	1
(vi)	- improving our health - reducing air pollution/ heat/ traffic noise/ emissions - increasing physical activity - reducing the risks of chronic disease and mental illness (any one) (any other relevant point)	1
(vii)	- greenery helps to sequester carbon (to trap and isolate it in a natural or artificial storage area) - one tree can absorb 25 kilograms of CO₂ each year (any one)	1
(viii)	- reduce stress levels - increase concentration/ focus/ productivity at work - boost overall mental health (any one)	1
(ix)	(B) Access to urban open green spaces encourages physical activity and reduces environmental stressors, thereby mitigating risks of chronic diseases and mental illness.	1
	SECTION - B (Grammar & Writing Skills)	20 Marks
	Grammar	10 Marks
3.	Complete Any Ten of the following Twelve tasks, as directed :	1x10=10
(i)	continued / continuing	1
(ii)	Error - provide ; Correction - provides	1
(iii)	Suman asked Anaisha if/whether mobile phones were allowed in the school.	1
(iv)	sanctuary	1
(v)	(B) he had ever worked on a similar project before	1
(vi)	(B) Error – ensuring ; Correction - ensure	1
(vii)	Error - have ; Correction - has	1
(viii)	(B) invited	1
(ix)	(C) might	1
(x)	he would join the gym the next/following/coming week.	1
(xi)	scheduled	1
(xii)	(B) Error – are ; Correction - is	1
	Writing	10 Marks
4.	Attempt Any One from (A) and (B) given below	5 Marks

	General Instructions for Q4 (a) and (b): Formal Letter Writing - No mark to be awarded if only format is written without any relevant content - Format – 1 (Full credit of 1 mark if all aspects are included, partial credit of ½ mark if one or two aspects are missing, no credit if more than 2 aspects are missing) - Content – 2 marks - Organisation of ideas – 1 mark (effective style, orderly sequence, paragraphed structure and formal tone and vocabulary) - Accuracy – 1 mark (spelling, punctuation and grammar); ½ mark to be deducted if there are three or more spelling errors.	
4(a)	Value Points: Reason for writing the letter - received a scholarship and need a safe place to deposit it - want to open a savings account to manage scholarship funds responsibly Asking for procedure - request information about the documents necessary to open the account - ask about the step-by-step process to complete the account opening (at least one from each aspect) (any other relevant point)	2+1+1+1
4(b)	Value Points: Significance/benefits of co-curricular activities: - students focus only on academics and ignore co-curricular activities, which enhance creativity and talent/ improve social skills, teamwork, and confidence/ teach discipline and better time management/ essential for holistic development Ways to encourage participation: - organise more competitions and events in schools - motivate students through rewards, certificates, and appreciation - parents and teachers should encourage balanced development along with studies (at least one from each aspect) (any other relevant point)	2+1+1+1
5.	Attempt Any One from (a) and (b) given below. General Instructions for Q5(a) and (b): Analytical Paragraph - 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, functional vocabulary, paragraphed structure (one single paragraph), orderly sequence and effective style) - Accuracy – 1 mark (spelling, punctuation and grammar); ½ mark to be deducted if there are three or more spelling errors. - Content – 2 marks (full credit of 2 marks for all value points given in the question and partial credit of 1 mark if only two value points are given)	5 Marks
5(a)	Value Points: - The data shows different modes of transport used by students to reach school. - School bus is the most preferred mode, while public transport is the least used. 35% students use school buses - Bicycle is the second most common mode with 25%. 20% students prefer walking. - Only 15% use private cars and 5% use public transport.	2+2+1

	• More students use eco-friendly modes like bicycles and walking than private cars. • Shared and economical transport modes are more popular among students. • Public transport is least preferred, possibly due to inconvenience or lack of safety. (any other relevant point)	
5(b)	Value Points: • The product is a multifunctional smart study lamp designed for students. • It combines lighting, digital features, and convenience in one device. • Energy-efficient LED light saves electricity and provides adjustable brightness. • Flexible neck and touch controls make it comfortable and easy to use. • Digital clock, alarm, and calendar help students manage time better. • USB charging port adds convenience for electronic devices. • Compact and stylish design improves the study space. • The smart study lamp is practical, modern, and useful for students. • Its multifunctional features help improve comfort, productivity, and study efficiency. (any other relevant point)	2+2+1
	SECTION - C (Literature Textbook)	40
6.	Read the following extracts and answer the questions for Any One of the given two (a) and (b)	5 Marks
(a)(i)	(C) The transformation from oppression to freedom is a shared global victory.	1
(ii)	• highlights the dramatic transformation from being marginalized to becoming internationally recognized and respected • demonstrates how former ‘outlaws’ are now legitimate leaders shaping a new, inclusive future • the black African people who were forming the government on 10 May 1994 were once seen as outlaws/criminals • Many countries branded South Africa as an outlaw for practising apartheid and cut diplomatic ties with them. But that day they were all gathered there to celebrate their freedom from apartheid. (any two) (any other relevant point)	1+1=2
(iii)	extraordinary honour	1
(iv)	• Freedom from discrimination is an achievement that is shared by all humanity, not just one nation. • It celebrates the triumph of universal values like justice, peace and human dignity over oppression and injustice which are common to all. (any one) (any other relevant point)	1
	OR	
(b) (i)	because he can afford to be robbed	1
(ii)	• The narrator does not show guilt, or remorse for stealing. • He calls stealing “real work” indicating a casual or even proud attitude. • He sees his actions as practical and deserved. • The narrator has a self-serving and unapologetic attitude towards his own wrong doing.	1+1=2

	He has robbed many people before and enjoys doing it (any two) (any other relevant point)	
(iii)	act of theft / stealing / robbing (any other relevant word/phrase)	1
(iv)	awareness	1
7.	Read the following extracts and answer the questions for ANY ONE of the given two - (a) or (b)	5
(a)(i)	- accidently shakes the branch - spills/drops snow on the speaker (any other relevant point)	1+1=2
(ii)	(A) How good to lie a little while And look up through the tree! The sky is like a kind big smile Bent sweetly over me	1
(iii)	- crow/ hemlock as bad omen/ harbinger of bad news - the image of crow moving and dropping the snow on the poet - the image of nature (any other relevant point)	1
(iv)	- healing power of nature - how minor/small/unexpected events/things can leave a lasting/big impact (any one) (any other relevant point)	1
	OR	
(b) (i)	- The speaker is strict/ authoritative/critical of Amanda's actions whereas Amanda is quiet and lost in her thoughts - The speaker's words are given without parenthesis/brackets whereas Amanda's thoughts are within parenthesis. - The mother wanted Amanda to be a disciplined child whereas Amanda just wanted to play and live carefree like a little child. (any one) (any other relevant point)	2
(ii)	escape / avoid / ignore (any other relevant word)	1
(iii)	- escape from the rules and nagging - her desire for freedom - imagines herself as free from all the nagging of her parent (any one) (any other relevant point)	1
(iv)	(B) nagging	1
8.	Answer Any Four of the following five questions in 40 - 50 words each. Content - 2 marks (at least 2 value points) Expression - 1 mark (effective style, coherence and cohesion)	4x3=12

(i)	• help him overcome his fear of flying • push him out of his comfort zone and help him fly • motivate him to take his first flight (any two) (any other relevant point)	2+1
(ii)	• The word “tasted” shows that the speaker knows / has experienced the destructive power of fire/desire • The phrase “hold with” shows the speaker favours the idea of world’s destruction by fire/desire / the speaker agrees or sides with those who believe fire will end the world (any other relevant point)	2+1
(iii)	• as a prince he experienced luxury and comfort/ was shielded from pain and suffering but later realised the human suffering of poverty, sickness, aging and death • witnessing the contrast between his privileged life and the suffering of others influenced his transformation and teachings (any other relevant point)	2+1
(iv)	• the fog looms over/ hovers over the harbour and city silently/gently like a cat • the mood it suggests is quiet/silent/still/mysterious (any other relevant point)	2+1
(v)	Natalya and Lomov quarrelled over: • ownership of the oxen meadows – Lomov believed the land belonged to the Lomovs whereas Natalya believed that everything between Burnt Marsh and Birchwoods belonged to the Chubukovs • who had a better dog; whether it was Lomov’s Guess or Natalya’s Squeezer (any one) (any other relevant point)	2+1
9.	Answer Any Two of the following three questions in about 40-50 words each. Content - 2 marks (at least two value points) Expression -1 mark (effective style and coherence)	2x3=6
(i)	• no surgery was performed on Tricki • the doctor cured Tricki with balanced diet and exercise (any other relevant point)	2+1
(ii)	• Ausable tricked Max by inventing a story about a balcony. • He convinced Max that the door was knocked by the police whereas it was just the room service. • Max jumped out of the window and died. (any two) (any other relevant point)	2+1
(iii)	• The Martians misunderstood a simple Earth Book (Mother Goose) as a threat and cancelled the invasion of earth. • Think-tank believed the rhymes were secret Earth codes and cancelled the invasion of earth. • The Martians imagined Earth as dangerous just from reading a children’s book as they took everything literally and cancelled their invasion of earth.	2+1

	- The invasion was cancelled because of misinterpretation of a book, saving Earth without any fight. - Martians after reading “Humpty Dumpty” thought that the earthlings had a plan to capture Mars Central Control and Think-Tank. - Martians after reading “Hey Diddle Diddle” thought that Earthlings had taught their domesticated animals musical culture and space techniques. Even their dogs had a sense of humour and they might be launching an interplanetary attack of millions of cows. - Martians after reading “Mistress Mary” thought that Earthlings had discovered how to combine agriculture and mining. They could actually grow crops of rare metals such as silver and cockle shells. They can grow high explosives, too. (any two) (any other relevant point)	
10.	Answer Any One of the following two questions in about 100-120 words Content - 3 marks (at least three value points) Expression -2 marks (effective style and coherence) Accuracy - 1 mark (spelling, punctuation and grammar)	6 marks
10. (a)	Adventure: - Valli rode the bus for the first time whereas Maxwell went on an airplane with an otter for the first time. - Valli enjoyed her bus ride and saw many visuals that she had never witnessed whereas Maxwell decided to get an otter which was quite an adventurous choice for a pet in Camusfearna. Independence: - Valli independently saved money for her bus journey and went for a solo adventure whereas Maxwell independently learned how to understand and care for the otter. - Valli explored the world outside her village independently whereas Maxwell acted independently and got an otter as a pet which was not a stereotypical pet. (any three - at least one from each aspect) (any other relevant point)	3+2+1
	OR	
(b)	Portrayal of the tiger in <i>Tiger in the Zoo</i> vs <i>How to Tell Wild Animals</i>: - the tiger is caged in the zoo whereas in the wild the tiger is free - his strength is behind the bars in the cage whereas he is a ferocious creature in its natural habitat - the tiger is just an object of gaze for the visitors in its cage whereas in the wild the tiger is depicted as a predator that can attack human - no one is scared of the tiger in a cage but in the wild people are terrified of him - the tiger is frustrated and longs for freedom because of its captivity whereas the tiger in the wild is free to do anything he likes (any three) (any other relevant point)	3+2+1

11.	Answer Any One of the following two questions in about 100-120 words. Content - 3 marks (at least three value points) Expression -2 marks (effective style and coherence) Accuracy - 1 mark (vocabulary, punctuation and grammar)	6
(a)	Effect on his actions: • He uses invisibility to steal, escape, and intimidate others. • His actions shift from scientific pursuit to unlawful activities. • He avoids society, relying on secrecy and deception. • His frustration leads him to aggression and destructive acts. Effect on his character: • Invisibility cuts him off from human connection, deepening his solitude. • He becomes suspicious and eccentric. • Ethical boundaries fade as he prioritises survival and dominance over morality, thus, becomes a lawless person (any three - at least one from each aspect) (any other relevant point)	3+2+1
	OR	
(b)	Richard Ebright's success was a combination of personal qualities, external support, and opportunities: Ebright showed strong curiosity, determination and hard work from a young age. His mother encouraged his interest, and mentors guided him at every stage. He had access to good education and research facilities that helped him develop his skills. Which factor played the most important role? Why? • personal qualities - Personal qualities are crucial because without curiosity and persistence, support and opportunities may not be fully utilised. • external support - Without the help of his mother and Dr Urquhart, he may have got stuck in his journey and might not have reached his true potential • opportunities - Got a chance to work in entomology laboratory of the Walter Reed Army Institute of Research / army laboratory / laboratory of the U.S. Department of Agriculture – where he could get desired equipment to further his research on the gold spot hormone • all factors combined shaped his success – His curiosity, determination and hard work made him a great scientist. However, he needed resources and guidance to flourish that were given by his mother and his mentors respectively. Access to advanced labs allowed him to test and prove his ideas. (any three - at least one from each aspect) (any other relevant point)	3+2+1
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