

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. 184/2-8-1)	
<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 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: 2/8/1)

Q. No.	EXPECTED OUTCOMES/VALUE POINTS	Marks
	SECTION-A READING SKILLS	20 Marks
Q1	Answer the following questions based on the reading of the passage.	10 marks
Q1. (i)	(Any Two) • Protection from the elements • Displaying status, expressing individuality • For religious or ceremonial purposes • Early headwear- for survival against weather and injury; whereas later symbols of wealth, profession and social rank- Today, fashion, personal expression and safety or comfort • Many of the old social pressures have faded	1+1
(ii)	It is strange because very few people wear hats in today's time	1
(iii)	False	1
(iv)	(b) resilient and reserved	1
(v)	(a) It is a symbolic representation of good and bad character	1
(vi)	(Any Two) • Congratulations – hat is off to them • Exciting News- hold onto my hat • To keep secret – under my hat • Restless or worked up - mad hatter	1+1
(vii)	(D) as it makes him feel like a daring adventurer	1
(viii)	(A) achieve success despite facing extremely difficult circumstances	1
Q2.	Answer the following questions based on the reading of the passage.	10 Marks
(i)	(B) Despite the decline, there is a positive trend in the population of the red-winged warbler	1
(ii)	a fact, an objective detail	1
(iii)	(Any One) • The bird species in Woodsfield declined from 250 in 2004 to 210 in 2024 while mammals decreased from 95 to 86 • Red winged warbler (birds) and Woodsfield fox (mammals) saw significant population increases during the same period	1
(iv)	deforestation & urbanisation	1+1
(v)	(B) Both the Assertion and Reason are true but the Reason is not the correct explanation of the Assertion	1
(vi)	of conservation efforts	1
(vii)	(Any One)	1

	Because they lead to habitat destruction reducing the natural living spaces and resources for wildlife/ population explosion/ industrialisation/ human greed (Any other relevant answer)					
(viii)	(Any One) • The writer highlights a severe decline in freshwater fish species, particularly the blue – scaled trout • The passage suggests that aquatic ecosystems have suffered the most drastic changes compared to other wildlife categories	1				
(ix)	Resurgence	1				
	SECTION-B Creative Writing and Grammar Skills Grammar	20 Marks				
Q3.	Complete any ten of the twelve tasks, as directed.	10x1=10				
(i)	(B) needs	1				
(ii)	Submitted	1				
(iii)	(A) to make OR (B) for making	1				
(iv)	Rahul asked Sneha if/whether she had completed the science model for the next day’s/following day’s exhibition.	1				
(v)	a	1				
(vi)	(B) are - is	1				
(vii)	how he felt after winning the ‘Man of the Match’ award.	1				
(viii)	(B) Although	1				
(ix)	<table><tr><td>ERROR</td><td>CORRECTION</td></tr><tr><td>is</td><td>are</td></tr></table>	ERROR	CORRECTION	is	are	1
ERROR	CORRECTION					
is	are					
(x)	he wanted him to buy anything for him.	1				
(xi)	(B) join	1				
(xii)	(B) The teacher said that the capital of France is Paris.	1				
	WRITING	10 Marks				
Q4.(a) &(b)	❖ Content - 2 marks • Any Two value points from the headers ❖ Format - 1 mark • Full credit if all aspects are included. • Partial credit ½ mark if one or two aspects are missing. • No credit if more than two aspects are missing. • No mark for format alone if content is irrelevant or missing. ❖ Organisation of ideas - 1 mark • effective style, orderly sequence, paragraphed structure, formal tone and vocabulary	5 Marks				

	❖ Accuracy - 1 mark • Spellings, punctuation, grammar • ½ mark to be deducted if there are three or more spelling errors.	
Q4(a)	VALUE POINTS ❖ Problem: • Poor condition of back lanes • Inconvenience to residents • Encroachments, patchwork, traffic congestion due to narrowing lanes, uneven roads. • Overgrown weeds- breeding of mosquitoes, unhygienic conditions, difficulty for pedestrians especially elderly and children. ❖ Suggestions: • Removal of encroachments • Proper road repair and re-surfacing • Periodic cleaning drives • Removal of weeds • Inspection and supervision by officials • RWA participation and cooperation (Any other relevant point)	2+1+1+1
	OR	
Q4 (b)	VALUE POINTS ❖ Problem: • Increase in number of vehicles • Clogged roads, chaos during peak hours • Residents vulnerable to accidents and road injuries • Rash driving • Increase in number of e-rickshaws and two wheelers • Over honking and unplanned parking • Overlooking of traffic rules • Delays and inconvenience to local residents • Risk for school children ❖ Suggestions: • Deployment of traffic police during peak hours • Proper parking arrangements • Speed breakers, zebra crossing and traffic signals • Installation of closed circuit cameras • Action against violators • Staggered timings and volunteers to help in traffic management • Awareness amongst parents and students (Any other relevant point)	2+1+1+1
Q5. (a) & (b)	Analytical Paragraph ❖ Content - 2 marks	5 Marks

	• Full credit of two marks will be awarded if a minimum of four trends/points which are included in the question are duly analysed and synthesised. • Partial credit of one mark will be awarded if only two value points are included. ❖ Organisation of ideas - 2 marks • Effective style, orderly sequence, single paragraphed structure, formal tone and functional vocabulary. • Linking words and phrases/cohesive devices such as however, in addition to, in contrast to, therefore etc., should be used. ❖ Accuracy - 1 mark • Spellings, punctuation and grammar. • ½ mark to be deducted if there are three or more spelling errors.	
Q5 (a)	VALUE POINTS • Learning a second language- opens up cultural and professional opportunities • Helps establish connection and association with people from diverse backgrounds • Improves cognitive functions • Increases confidence and communication skills • Helps creativity and critical thinking in this era of globalization (Any other relevant point)	2+2+1
	OR	
Q5 (b)	VALUE POINTS • Data shows trends and comparisons between smartphone and computer sales • Data shown for years- 2019 to 2024 • Sale of smartphones higher than computers • Sale of Smartphones rose from 200 in 2019 to 900 in 2024 • Sharp rise in the use of smartphones and computers • In 2023, sale of smartphones and computers was the same • Sale of smartphones was constant in 2022 and 2023 • Growing demand for technology shown by the trend (Any other relevant point)	2+2+1
	SECTION-C LITERATURE	40 Marks
Q6.	Read the given extracts and answer the questions for Any ONE of the two given.	5
(a)		
(i)	Comrades who were fighting for freedom struggle.	1
(ii)	an idea/freedom	1

	(Any other relevant point)	
(iii)	(C) Strength	2
(iv)	resilience	1
	OR	
(b)(i)	(C) received money intermittently	1
(ii)	(Any Two) • appears to be a kind and generous person • willing to lend money and support people • poor financial management • not possessive about money • values relationships over material possessions • did not have a fixed income	1+1
(iii)	robbing	1
(iv)	(Any One) negative connotation/stealing/robbing/cheating/duping/being unlawful (Any other relevant point)	1
Q7.	Read the following extracts and answer the questions for Any ONE of the given two (a) and (b) :	5
7(a) (i)	is hiding /waiting to ambush prey or the tiger’s natural predatory behaviour (Any other relevant point)	1
(ii)	(A) assist in keeping the prey unsuspecting of the predator’s sound. OR (B) aid in camouflaging the presence of the predator before it rushes in.	1
(iii)	(Any Two) • lurk in the shadow • slide through long grass • move stealthily • wait for prey • approach the prey quietly	1+1
(iv)	(A) long grass	1
	OR	
(b)(i)	twigs stiff with exertion.	1
(ii)	(Any One) • attitude towards the tree’s movement is one of gentle observation • using words like ‘strain’ or ‘shuffle’ to convey a sense of slow and laboured movement. (Any other relevant point)	1
(iii)	Confinement and restriction (Any other relevant point)	1
(iv)	(Any Two) • The image of the clinic doors - as a symbol of confinement and recovery	1+1

	- Highlights the idea - the tree is moving back to its natural habitat to a healthy space - Like patients recovering from illness - They leave the place they don't want to be in, similar to hospital patients (Any other relevant point)	
Q8.	Answer Any FOUR of the following five questions in 40-50 words each. Content-2 (At least two value points) Expression-1 (coherence, cohesion, effective style)	4x3=12 Marks
(i)	(Any Two) - The phrase "yellow hair" - a symbol of physical beauty - Highlights how people often judge others based on their physical appearance - Anne Gregory's suitors are more interested in her physical beauty than in getting to know her as a person. (Any other relevant point)	2+1
(ii)	(Any Two) - Found it easier to express herself through writing - It allowed her to process her emotions and thoughts without fear of judgement and rejection. - Provided Anne with a sense of comfort and solace during a difficult time. (Any other relevant point)	2+1
(iii)	(Any Two) - Children need guidance, support and understanding from their parents to develop emotionally and psychologically "Amanda"- the speaker's mother- overly critical and controlling - Over critical behaviour led Amanda to become emotionally cut off/ aloof from her parents. (Any other relevant point)	2+1
(iv)	(Any Two) - Valli - mature girl demonstrated confidence and independence by planning a bus ride alone - Planned and executed her bus ride alone- saved 60 paisa for her bus ride - Showed her maturity and ability to take care of herself - unusual for her age - Sacrificed merry go round and candies for saving money- shows maturity/self control - Self-Respect- refused free drink and seat offered by the conductor - Self-Realisation- Life and Death (Any other relevant point)	2+1
(v)	(Any Two)	2+1

	• According to Buddha- Peace of mind can be obtained by understanding the nature of grief and sorrow • Accepting the reality of death and loss • Letting go of worldly attachments • Cultivating wisdom and compassion (Any other relevant point)	
Q9.	Answer Any TWO of the following questions in about 40-50 words. Content-2 (At least two value points) Expression-1(coherence, cohesion, effective style)	2x3=6 Marks
(i)	(Any Two) • Horace Danby broke into Grange’s house and stole the jewels • Lady in red tricked him into opening the safe- without wearing the gloves • His fingerprints were found all over the place • The evidence left at the crime scene led to his arrest (Any other relevant point)	2+1
(ii)	(Any Two) • Noodle and Think Tank differ in personality • Think Tank – arrogant, over confident, proud, boastful whereas Noodle - humble and cautious, logical and practical. • The contrast is shown when he corrects Think Tank’s mistakes • Noodle provides a more logical solution whereas Think Tank is illogical • Both are intelligent and resourceful but their approaches to problem solving are distinct (Any other relevant point)	2+1
(iii)	(Any Two) • Ebright’s mother’s encouraged and supported him • Nurtured his curiosity, provided opportunities to explore and helped him develop his skills and knowledge • Fostered his interest in science by taking him to trips • Bought him microscope and telescope • Bought him the book “The Travels of Monarch X” which changed Ebright’s path to success (Any other relevant point)	2+1
Q10.	Answer Any ONE of the following two questions in 100-120 words. Content – 3 marks (At least three value points) Expression – 2 marks (coherence, cohesion, effective style) Accuracy – 1 mark(spellings, punctuation, grammar)	6 Marks
(a)	(Any Three - One from Each Aspect) ❖ Letter to God: • Nature is a powerful, dual-edged force- it brings both sustenance and destruction leading to hardship and despair.	3+2+1

	❖ Dust of Snow: - Nature is a gentle positive force that brings an unexpected moment of renewal and relief from sadness, poet's mood transformed instantly. ❖ Synthesis: - In Letter to God- nature is a source of both livelihood and devastation directly impacting a person's fate whereas 'Dust of Snow' uses a simple, minor event in nature to represent a positive shift in mood and perspective. - In Letter to God- Nature is shown destructive whereas in Dust of Snow it is shown as healing and comforting. (Any other relevant point)	
	OR	
(b)	(Any Three -One from Each Aspect) ❖ Mijbil- The Otter - Focuses on a close, personal bond between the narrator and his pet. - They share travel experiences with a relationship of empathy, companionship and responsibility. - Narrator uses an emotional, affectionate and personal tone while talking about Mijbil - Mijbil- often unknown to people, playful and intelligent animal, loves water. ❖ How to Tell Wild Animals - Tone- Humorous, light and ironic. - Animals- shown as dangerous yet amusing. - More focus on wild animals than pets. ❖ Synthesis: - Mijbil the Otter shows human relations with pets whereas How to Tell Wild Animals shows human relations with wild animals. - One deals with sympathy and the other with danger. (Any other relevant point)	3+2+1
Q11.	Answer Any ONE of the following questions in 100-120 words. Content – 3 marks (At least three value points) Expression – 2 marks (coherence, cohesion, effective style) Accuracy – 1 mark(spellings, punctuation, grammar)	6 Marks
11(a)	(Any Three) - Used his presence of mind to outwit Max by making the story about balcony believable - Two stories about the balcony below his window and the police convinced Max - Max jumped out of the window believing there was a balcony - Ausable- got rid of his crafty rival by fooling him	3+2+1

	• Ausable - showed presence of mind in calling the waiter as police. (Any other relevant point)	
	OR	
(b)	(Any Three) • Bholi's mother- treated her indifferently due to her physical appearance and speech defect • Bholi- often neglected, never given love and was seen as a burden • Constant disregard affected Bholi deeply, made her feel unwanted and unworthy, turned her into a shy and withdrawn child • Teacher- kind, patient and encouraging • Helped Bholi build confidence and self-respect • Teacher's support and affection enabled Bholi to overcome her fear of speaking and gained the courage to stand up for herself • Transformed a timid girl into a brave and confident young woman (Any other relevant point)	3+2+1
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