

| <p style="text-align: center;"><b>Marking Scheme</b><br/> <b>Strictly Confidential</b><br/> <b>(For Internal and Restricted use only)</b><br/> <b>Secondary School Examination, 2026 (2<sup>nd</sup> Board Examination)</b><br/> <b>SUBJECT NAME : English Language &amp; Literature</b><br/> <b>(Q.P. CODE / Set No. 184/2-8-2)</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b><u>General Instructions: -</u></b>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>1</b>                                                                                                                                                                                                                                                                                                                                 | 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.                                                                                                                                                                                                                                                                         |
| <b>2</b>                                                                                                                                                                                                                                                                                                                                 | <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 Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”</b>                                                                                                                                                                                              |
| <b>3</b>                                                                                                                                                                                                                                                                                                                                 | 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>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.</b> |
| <b>4</b>                                                                                                                                                                                                                                                                                                                                 | 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.                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>5</b>                                                                                                                                                                                                                                                                                                                                 | 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.                                                                                                                                                                                                                   |
| <b>6</b>                                                                                                                                                                                                                                                                                                                                 | 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. <b>This is most common mistake which evaluators are committing.</b>                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>7</b>                                                                                                                                                                                                                                                                                                                                 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>8</b>                                                                                                                                                                                                                                                                                                                                 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>9</b>                                                                                                                                                                                                                                                                                                                                 | 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 <b>“Extra Question”</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>10</b>                                                                                                                                                                                                                                                                                                                                | No marks to be deducted for the cumulative effect of an error. It should be penalized only once.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | <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 book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling 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 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 <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 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 | <b>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.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 20 | <b>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.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**MARKING SCHEME**  
**English Language & Literature (Subject Code - 184)**  
**(PAPER CODE: 2/8/2)**

| Q. No.         | EXPECTED OUTCOMES/VALUE POINTS                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks           |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                | <b>SECTION-A</b><br><b>READING SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>20 Marks</b> |
| <b>Q1</b>      | Answer the following questions based on the reading of the passage.                                                                                                                                                                                                                                                                                                                                                                                        | <b>10 Marks</b> |
| <b>Q1. (i)</b> | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• Protection from the elements</li> <li>• Displaying status, expressing individuality</li> <li>• For religious or ceremonial purposes</li> <li>• 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</li> <li>• Many of the old social pressures have faded</li> </ul> | <b>1+1</b>      |
| <b>(ii)</b>    | It is strange because very few people wear hats in today's time                                                                                                                                                                                                                                                                                                                                                                                            | <b>1</b>        |
| <b>(iii)</b>   | False                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>1</b>        |
| <b>(iv)</b>    | (b) resilient and reserved                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>1</b>        |
| <b>(v)</b>     | (a) It is a symbolic representation of good and bad character.                                                                                                                                                                                                                                                                                                                                                                                             | <b>1</b>        |
| <b>(vi)</b>    | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• Congratulations – hat is off to them</li> <li>• Exciting News- hold onto my hat</li> <li>• To keep secret – under my hat</li> <li>• Restless or worked up- mad hatter</li> </ul>                                                                                                                                                                                                                 | <b>1+1</b>      |
| <b>(vii)</b>   | (D) As it makes him feel like a daring adventurer                                                                                                                                                                                                                                                                                                                                                                                                          | <b>1</b>        |
| <b>(viii)</b>  | (A) achieve success despite facing extremely difficult circumstances                                                                                                                                                                                                                                                                                                                                                                                       | <b>1</b>        |
| <b>Q2.</b>     | Answer the following questions based on the reading of the passage.                                                                                                                                                                                                                                                                                                                                                                                        | <b>10 Marks</b> |
| <b>(i)</b>     | (B) Despite the decline, there is a positive trend in the population of the red-winged warbler                                                                                                                                                                                                                                                                                                                                                             | <b>1</b>        |
| <b>(ii)</b>    | a fact, an objective detail                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>1</b>        |
| <b>(iii)</b>   | <b>(Any One)</b> <ul style="list-style-type: none"> <li>• The bird species in Woodsfield declined from 250 in 2004 to 210 in 2024 while mammals decreased from 95 to 86</li> <li>• Red winged warbler (birds) and Woodsfield fox (mammals) saw significant population increases during the same period</li> </ul>                                                                                                                                          | <b>1</b>        |
| <b>(iv)</b>    | deforestation & urbanisation                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>1+1</b>      |
| <b>(v)</b>     | (B) Both the Assertion and Reason are true but the Reason is not the correct explanation of the Assertion                                                                                                                                                                                                                                                                                                                                                  | <b>1</b>        |
| <b>(vi)</b>    | of conservation efforts                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1</b>        |
| <b>(vii)</b>   | <b>(Any One)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>1</b>        |

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

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|                        | <p>❖ <b>Accuracy - 1 mark</b></p> <ul style="list-style-type: none"> <li>• Spellings, punctuation, grammar</li> <li>• ½ mark to be deducted if there are three or more spelling errors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |
| <b>Q4(a)</b>           | <p><b>VALUE POINTS</b></p> <p>❖ <b>Problem</b></p> <ul style="list-style-type: none"> <li>• Poor/ inadequate street lighting in the colony</li> <li>• Safety comprised</li> <li>• Fear among residents, especially in late hours for women, children and the elderly</li> <li>• Petty crimes like chain snatching and theft</li> </ul> <p>❖ <b>Suggestions</b></p> <ul style="list-style-type: none"> <li>• Installation of additional street lights</li> <li>• Prompt repairing of any non-functional lights</li> <li>• Better placements of street lights: blind spots, near parks &amp; back alleys etc.</li> <li>• Supervision and inspections by officials</li> <li>• Strict action against vandalism</li> </ul> <p><b>(Any other relevant point)</b></p> | <b>2+1+1+1</b> |
|                        | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |
| <b>Q4 (b)</b>          | <p><b>VALUE POINTS</b></p> <p>❖ <b>Problem:</b></p> <ul style="list-style-type: none"> <li>• Waste collector in the colony- filled with discarded textbooks by residents</li> <li>• Wastage of books</li> <li>• Books- costly, important, scarcity of books</li> </ul> <p>❖ <b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Donation to needy students</li> <li>• Donation to libraries or reading rooms</li> <li>• Involvement of NGOs to begin collection and redistribution drives</li> <li>• Community Centres for common Book Bank</li> <li>• School book collection and re distribution drives</li> <li>• Call for strict actions</li> </ul> <p><b>(Any other relevant point)</b></p>                                                   | <b>2+1+1+1</b> |
| <b>Q5.(a) &amp;(b)</b> | <p><b>Analytical Paragraph</b></p> <p>❖ <b>Content - 2 marks</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Partial credit of one mark will be awarded if only two value points are included.</li> </ul> <p>❖ <b>Organisation of ideas - 2 marks</b></p> <ul style="list-style-type: none"> <li>• Effective style, orderly sequence, single paragraphed structure, formal tone and functional vocabulary.</li> <li>• Linking words and phrases/cohesive devices such as however, in addition to, in contrast to, therefore etc., should be used.</li> </ul>                                     | <b>5 Marks</b> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|               | <p>❖ <b>Accuracy - 1 mark</b></p> <ul style="list-style-type: none"> <li>• Spellings, punctuation and grammar.</li> <li>• ½ mark to be deducted if there are three or more spelling errors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |
| <b>Q5 (a)</b> | <p><b>VALUE POINTS</b></p> <ul style="list-style-type: none"> <li>• Good education-skilled and responsible citizens</li> <li>• Promotes leadership</li> <li>• AI- growing and impacting education sector</li> <li>• Need for education sector to adapt- curricular reforms, skill based learning, encourage digital tools</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Smart Classes</li> <li>• Online classes aligned with NEP 2020 to encourage practical and skill based learning</li> <li>• Introduction of coding/AI in schools</li> </ul> <p><b>Refute:</b></p> <ul style="list-style-type: none"> <li>• Easy access</li> <li>• No supervision by adults</li> <li>• Hampers creativity and critical thinking</li> <li>• No authenticity- fake websites</li> <li>• Misuse and data compromise- Deep fake and cyber security issues</li> </ul> <p><b>(Any other relevant point)</b></p> | <b>2+2+1</b>    |
|               | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |
| <b>Q5 (b)</b> | <p><b>VALUE POINTS</b></p> <ul style="list-style-type: none"> <li>• Data shows trends and comparisons between number of students enrolled in different streams (Engineering, Medical, Arts and Commerce) in a college</li> <li>• Data shown for years- 2022 &amp; 2023</li> <li>• Students in engineering increased from 250 to 300</li> <li>• On the contrary, students in medical stream decreased from 200 to 150</li> <li>• Slight increase in the students enrolled in Arts stream from 2022 to 2023 that is, 150 to 200</li> <li>• Enrolment in Commerce stream remained constant, 150 in both the years</li> <li>• To conclude, we can say that the overall enrolment rose from 750 to 800 in the year 2023 from that of 2022</li> </ul> <p><b>(Any other relevant point)</b></p>                                                                                                                                  | <b>2+2+1</b>    |
|               | <b>SECTION-C<br/>LITERATURE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>40 Marks</b> |
| <b>Q6.</b>    | Read the given extracts and answer the questions for <b>Any ONE</b> of the two given.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>5</b>        |
| <b>(a)</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |
| <b>(i)</b>    | Comrades who were fighting for freedom struggle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>1</b>        |
| <b>(ii)</b>   | an idea/freedom<br><b>(Any other relevant point)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>1</b>        |

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| <b>(iii)</b>    | (C ) Strength                                                                                                                                                                                                                                                                                                                                 | <b>2</b>   |
| <b>(iv)</b>     | resilience                                                                                                                                                                                                                                                                                                                                    | <b>1</b>   |
|                 | <b>OR</b>                                                                                                                                                                                                                                                                                                                                     |            |
| <b>(b)(i)</b>   | (C ) received money intermittently                                                                                                                                                                                                                                                                                                            | <b>1</b>   |
| <b>(ii)</b>     | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• appears to be a kind and generous person</li> <li>• willing to lend money and support people</li> <li>• poor financial management</li> <li>• not possessive about money</li> <li>• values relationships over material possessions</li> <li>• did not have a fixed income</li> </ul> | <b>1+1</b> |
| <b>(iii)</b>    | robbing                                                                                                                                                                                                                                                                                                                                       | <b>1</b>   |
| <b>(iv)</b>     | <b>(Any One)</b><br>negative connotation/stealing/robbing/cheating/duping/being unlawful<br><b>(Any other relevant point)</b>                                                                                                                                                                                                                 | <b>1</b>   |
| <b>Q7.</b>      | Read the following extracts and answer the questions for <b>Any ONE</b> of the given two (a) and (b) :                                                                                                                                                                                                                                        | <b>5</b>   |
| <b>7(a) (i)</b> | is hiding /waiting to ambush prey or the tiger's natural predatory behaviour.<br><b>(Any other relevant point)</b>                                                                                                                                                                                                                            | <b>1</b>   |
| <b>(ii)</b>     | (A) assist in keeping the prey unsuspecting of the predator's sound.<br><br>OR<br>(B) aid in camouflaging the presence of the predator before it rushes in.                                                                                                                                                                                   | <b>1</b>   |
| <b>(iii)</b>    | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• lurk in the shadow</li> <li>• slide through long grass</li> <li>• move stealthily</li> <li>• wait for prey</li> <li>• approach the prey quietly</li> </ul>                                                                                                                          | <b>1+1</b> |
| <b>(iv)</b>     | (A) Long grass                                                                                                                                                                                                                                                                                                                                | <b>1</b>   |
|                 | <b>OR</b>                                                                                                                                                                                                                                                                                                                                     |            |
| <b>(B)(i)</b>   | twigs stiff with exertion.                                                                                                                                                                                                                                                                                                                    | <b>1</b>   |
| <b>(ii)</b>     | <b>(Any One)</b> <ul style="list-style-type: none"> <li>• attitude towards the tree's movement is one of gentle observation</li> <li>• using words like 'strain' or 'shuffle' to convey a sense of slow and laboured movement.</li> </ul> <b>(Any other relevant point)</b>                                                                   | <b>1</b>   |
| <b>(iii)</b>    | Confinement and restriction<br><b>(Any other relevant point)</b>                                                                                                                                                                                                                                                                              | <b>1</b>   |
| <b>(iv)</b>     | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• The image of the clinic doors -as a symbol of confinement and recovery</li> <li>• Highlights the idea - the tree is moving back to its natural habitat to a healthy space</li> </ul>                                                                                                | <b>1+1</b> |

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|              | <ul style="list-style-type: none"> <li>Like patients recovering from illness</li> <li>They leave the place they don't want to be in, similar to hospital patients</li> </ul> <p><b>(Any other relevant point)</b></p>                                                                                                                                                                                           |                     |
| <b>Q8.</b>   | <p>Answer <b>Any FOUR</b> of the following five questions in <b>40-50</b> words each.</p> <p><b>Content-2 (At least two value points)</b></p> <p><b>Expression-1 (coherence, cohesion, effective style)</b></p>                                                                                                                                                                                                 | <b>4x3=12 Marks</b> |
| <b>(i)</b>   | <p><b>(Any Two)</b></p> <ul style="list-style-type: none"> <li>The young seagull- mad with hunger, jumped for the fish in his mother's beak</li> <li>Seagull lunged forward, began to fall, flapped his wings</li> <li>Wings opened and he started to fly</li> <li>Flew with his family and conquered fear</li> <li>Was glad to have conquered his fear</li> </ul> <p><b>(Any other relevant point)</b></p>     | <b>2+1</b>          |
| <b>(ii)</b>  | <p><b>(Any Two)</b></p> <ul style="list-style-type: none"> <li>The region (Coorg) preserves its rich cultural traditions</li> <li>Natural beauty, flora and fauna</li> <li>The warrior spirit and valour of the Kodavas</li> <li>Offers a variety of adventure sports like river rafting, rappelling etc.</li> <li>Connected to Nisargadhama and Bylakuppe</li> </ul> <p><b>(Any other relevant point)</b></p>  | <b>2+1</b>          |
| <b>(iii)</b> | <p><b>(Any Two)</b></p> <ul style="list-style-type: none"> <li>Both families claim their ownership over the Meadows</li> <li>Lomov feels that his aunt's grandmother gave the free use of the Meadows to the peasants of Natalya's father's grandfather</li> <li>Natalya believes that their land extends to Burnt Marsh and so oxen Meadows belong to them</li> </ul> <p><b>(Any other relevant point)</b></p> | <b>2+1</b>          |
| <b>(iv)</b>  | <p><b>(Any Two)</b></p> <ul style="list-style-type: none"> <li>Both come silently and stealthily</li> <li>Both sit and survey- cat on haunches, fog settles and looks around</li> <li>Both move around without creating any disturbance</li> <li>Both have a mysterious and unhurried presence</li> </ul> <p><b>(Any other relevant point)</b></p>                                                              | <b>2+1</b>          |
| <b>(v)</b>   | <p><b>(Any Two)</b></p> <ul style="list-style-type: none"> <li>On seeing the pirate, Belinda cried out for help and turned pale</li> <li>Ink, Blink and Mustard fled with terrified cries</li> <li>Custard charged in front of the pirate to fight- snorted like an engine, ferocious and fearless, gobbled the pirate up</li> </ul> <p><b>(Any other relevant point)</b></p>                                   | <b>2+1</b>          |

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| <b>Q9.</b>   | Answer <b>Any TWO</b> of the following questions in about <b>40-50</b> words.<br><b>Content-2 (At least two value points)</b><br><b>Expression-1(coherence, cohesion, effective style)</b>                                                                                                                                                                                                                                                                                                                                                        | <b>2x3=6 Marks</b> |
| <b>(i)</b>   | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• Horace Danby broke into Grange’s house and stole the jewels</li> <li>• Lady in red tricked him into opening the safe- without wearing the gloves</li> <li>• His fingerprints were found all over the place</li> <li>• The evidence left at the crime scene led to his arrest</li> </ul> <b>(Any other relevant point)</b>                                                                                                                                                               | <b>2+1</b>         |
| <b>(ii)</b>  | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• Noodle and Think Tank differ in personality</li> <li>• Think Tank – arrogant, over confident, proud, boastful whereas Noodle - humble and cautious, logical and practical.</li> <li>• The contrast is shown when he corrects Think Tank’s mistakes</li> <li>• Noodle provides a more logical solution whereas Think Tank is illogical</li> <li>• Both are intelligent and resourceful but their approaches to problem solving are distinct</li> </ul> <b>(Any other relevant point)</b> | <b>2+1</b>         |
| <b>(iii)</b> | <b>(Any Two)</b> <ul style="list-style-type: none"> <li>• Ebright’s mother’s encouraged and supported him</li> <li>• Nurtured his curiosity, provided opportunities to explore and helped him develop his skills and knowledge</li> <li>• Fostered his interest in science by taking him to trips</li> <li>• Bought him microscope and telescope</li> <li>• Bought him the book “The Travels of Monarch X” which changed Ebright’s path to success</li> </ul> <b>(Any other relevant point)</b>                                                   | <b>2+1</b>         |
| <b>Q10.</b>  | Answer <b>Any ONE</b> of the following two questions in <b>100-120</b> words.<br><b>Content – 3 marks (At least three value points)</b><br><b>Expression – 2 marks (coherence, cohesion, effective style)</b><br><b>Accuracy – 1 mark(spellings, punctuation, grammar)</b>                                                                                                                                                                                                                                                                        | <b>6 Marks</b>     |
| <b>(i)</b>   | <b>(Any Three - One from Each Aspect)</b> <ul style="list-style-type: none"> <li>❖ <b>Letter to God:</b> <ul style="list-style-type: none"> <li>• Nature is a powerful, dual-edged force- it brings both sustenance and destruction leading to hardship and despair.</li> </ul> </li> <li>❖ <b>Dust of Snow:</b> <ul style="list-style-type: none"> <li>• Nature is a gentle positive force that brings an unexpected moment of renewal and relief from sadness, poet’s mood transformed instantly.</li> </ul> </li> </ul>                        | <b>3+2+1</b>       |

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|              | <p>❖ <b>Synthesis:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>In Letter to God- Nature is shown destructive whereas in Dust of Snow it is shown as healing and comforting.</li> </ul> <p><b>(Any other relevant point)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |
|              | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |
| <b>(b)</b>   | <p><b>(Any Three -One from Each Aspect)</b></p> <p>❖ <b>Mijbil- The Otter</b></p> <ul style="list-style-type: none"> <li>Focuses on a close, personal bond between the narrator and his pet.</li> <li>They share travel experiences with a relationship of empathy, companionship and responsibility.</li> <li>Narrator uses an emotional, affectionate and personal tone while talking about Mijbil</li> <li>Mijbil- often unknown to people, playful and intelligent animal, loves water.</li> </ul> <p>❖ <b>How to Tell Wild Animals</b></p> <ul style="list-style-type: none"> <li>Tone- Humorous, light and ironic.</li> <li>Animals- shown as dangerous yet amusing.</li> <li>More focus on wild animals than pets.</li> </ul> <p>❖ <b>Synthesis:</b></p> <ul style="list-style-type: none"> <li>Mijbil the Otter shows human relations with pets whereas How to Tell Wild Animals shows human relations with wild animals.</li> <li>One deals with sympathy and the other with danger.</li> </ul> <p><b>(Any other relevant point)</b></p> | <b>3+2+1</b>   |
| <b>Q11.</b>  | <p>Answer <b>Any ONE</b> of the following questions in <b>100-120</b> words.</p> <p><b>Content – 3 marks (At least three value points)</b></p> <p><b>Expression – 2 marks (coherence, cohesion, effective style)</b></p> <p><b>Accuracy – 1 mark(spellings, punctuation, grammar)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>6 Marks</b> |
| <b>11(a)</b> | <p><b>(Any Three)</b></p> <ul style="list-style-type: none"> <li>Used his presence of mind to outwit Max by making the story about balcony believable</li> <li>Two stories about the balcony below his window and the police convinced Max</li> <li>Max jumped out of the window believing there was a balcony</li> <li>Ausable- got rid of his crafty rival by fooling him</li> <li>Ausable - showed presence of mind in calling the waiter as police.</li> </ul> <p><b>(Any other relevant point)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>3+2+1</b>   |
|              | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |
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| (b) | <p><b>(Any Three)</b></p> <ul style="list-style-type: none"> <li>• Bholi's mother- treated her indifferently due to her physical appearance and speech defect</li> <li>• Bholi- often neglected, never given love and was seen as a burden</li> <li>• Constant disregard affected Bholi deeply, made her feel unwanted and unworthy, turned her into a shy and withdrawn child</li> <li>• Teacher- kind, patient and encouraging</li> <li>• Helped Bholi build confidence and self-respect</li> <li>• Teacher's support and affection enabled Bholi to overcome her fear of speaking and gained the courage to stand up for herself</li> <li>• Transformed a timid girl into a brave and confident young woman</li> </ul> <p><b>(Any other relevant point)</b></p> | <b>3+2+1</b> |
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