

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (Xth)
SUBJECT NAME : Mizo (Q.P. CODE /Set No. 098/44)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” .
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.

12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past :-</p> <ul style="list-style-type: none"> • Leaving answer or part thereof unassessed in an answer 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
Mizo (subject code-098)
(Paper code: 44) (M44098)

Q. No.	Expected Outcomes/Value points	Marks
		5 X 1=5
1.(I)	(B) Chhuanchham	1
(II)	(C) Thu vei vir	1
(III)	(D) Zuang Lang	1
(IV)	(A) Pa chhe kumtiam	1
(V)	(B) Zu Chhe rui ang	1
		5 X 1 = 5
2.(I)	(B) Zu umna bel	1
(II)	(C) V. Thangzama	1
(III)	(A) Pasal nei	1
(IV)	(c) Tlangval khawngaihthlak	1
(V)	(d) Hneh	1
		5 X 1 = 5
3.(I)	(c) vanram	1
(II)	(a) Beiseina	1
(III)	(d) zirtirtu zakhat	1
(IV)	(a) Sal pahnih	1
(V)	(b) Hmelma	1
		5 X 1 = 5
4.(I)	(d) telephone	1
(II)	(c) Alu	1
(III)	(d) Dal	1
(IV)	(a) Babulon	1
(V)	(b) Pastor	1

		6 X 2 = 12
5.(I)	Mihring nuna kan la tawh ngei tur thil chu ‘thihna’ hi a ni kan tawh a ngaih chhan chu dam hlen hi thil theih loh a nih miau vang a ni.	2
(II)	Vawiina minung, nalletuka ruang ni maither vele lean nih avang hian tumah hi inhmusit leh lube chhe tur lean awm lo.	2
(III)	Kan hmr hunah tunge lean nih ang a, eng eizawmna nge lean lo neih ang, milar lean la ni an gem tih hi lean Chiang thei lo ani.	2
(IV)	Kan thih hun tur lean lungkham luat avang a rilru hah a sawt lo a, kan thih hun piah lam suangtuah vale lah hi a sawt chuang lo a ni.	2
(V)	Vawin hun hman that hian lean nunah malsawmna hlir a. ahlem a, mite tan a malsawmna nih tum hi kanti tur pawimawh tale a ni bawk.	2
(VI)	Thihna hi leawndanga lean thlir chuan thihna hi mihring nun tithreawmtu zawang zawngte ralna leh Kianna a ni ve thei thei that a ni.	2
		4 X 1 = 4
6.(I)	Chumi – chumi lai chuan ruah a sur Chu mi – chu mi chu I hriat zawng a ni em ?	1
(II)	Chhungkhat- chungkhat lainate chu kan mamawh thin. Chhung khat- belah tui han chung khat the	1
(III)	Khami- khami kha chu a mawi lo Kha mi – kha mi kha I hria em ?	1
(IV)	Swami- swami piah chiah saw kan in a ni Saw mi – saw mi saw ka be duh	1
		3 X 1 = 3
7. (i)	Engati nge kawnglaiah I zum	1
(ii)	Kawrlum min han haktir the.	1
(iii)	Thlawhteihna lo thlawk khi a lanna lam atangin thlir rawh	1
		3 X 1 = 3
8.(i)	Ka nuin vawk a vulh thin.	1
(ii)	Helaia bawlh hlawh hi va paih the.	1

(iii)	Aizawl leh saiha inkar kawng chu a thui ve viau a ni	1
9.(a)	<p>He hla chang hi “awm khawhar lenkaw!” tih hla vankhama phuah, class x mizo zirlaibu tlawng atanga lak chhuah a ni a, chang thumma atanga tak chhuah a ni.</p> <p>He hla hi a phuahtuin a bialnu hlui a ngaih em avanga rawn phuah chhuale ta mai hun a lang a, a bialnu hlui chuengtikhah nge a ngaih a tawp dawn a hre lo va, a ngaihna chu zan tinin a zual zel mai si a: a bialnu hlui chuan amah chu dawt hrilh in mal tak in a awm tir a, mahni chauh a lunglen tuar turin a sian niin he hla chang thumna ah hian a bialnu nen an inkar chu a rawn puang chhuah ta a ni.</p>	1 X 4 = 4
	OR	
(b)	<p>He hla chang hi ‘chunnemi’ tit hla rokunga phuah, pawl sawm mizo zirlai, tlawng atanga lak chhuah a ni a, chang li na atanga lak chhuah a ni.</p> <p>He hla hi inchhunga nu pawimawh zia leh nu hlutna tarlanna hla a nih mai basak nu tha leh tha lo tarlanna hla tha tak a nit el bawk. He hla chang in a sawi tum ber chu Inchhung lehurtinuantu leh tirem tu ber chu chhungleaw nu te hi an ni a, an kiangah chuan chhung leh lehat then leh rual leh mi tinreng main awm nuam an tia, nu tha chuan a thatna leh hmangaihna hmangin an ni ho chu a lo hip khawm thin a, a thana par chu mi tupawh mai chuan an tlan ta thin a ni.</p>	1 X 4 = 4
		2 X 2 = 4
10.(i)	<p>“Ram hmangaihna” tih hla phuahtu hian Bethlehem chu ram te tak te, mite hriattham loh mah nise lal isua krista’n pianna hmun atsn a rawn thlan avangin a hming a thang ta hle a, chutiang deuth tho chuan Mizoram hi lal isha kristan chenna atana a rawn thalanavangin ram te, mi pawhin an hriat mang loh ni thin kha khawvel hriatah Kristian ram tih kan lo nih phah ta a ni.</p>	
(ii)	<p>Chalin thilnungte hlu atih chhan chu thilnungte chuan natna hrehawm a tawrh lai leh lehum bet a a awm lai te ni an hram ri mawi tak hmangin a khawhar an lo bawk niin a, chumai bakah pathian an fak bawk niin a hria a, agaihnaawm leh hmuhnaawm a ti thin hle a, chu chuan hahdamna pein</p>	

	an hlu a tie em em a ni.	
(iii)	Vanramah chuan pain sualna reng reng a awm tawh dawn lova, an tan chuan nun thar leh an hmuh theih ngai reng reng lohte an hmug ve theih tawhna tur hmun, an khawvel inthlakthleng thawkna tur hmun anih avangte leh an tan khua a ve tawh dawn avangin a nghah hlelhawm dawn bik a ni.	
(iv)	He hla phuahtu hian lehkha zir leh thawhrim chu hlo thlow nen a tehkhin a, a chhan chu lo pawh hi a hnim lutule chuan ehungleaw ehawmna tur tawhchhuah a huphurhawm a buh leh thali pawh dah-tawh thar a har thin chutiang chaih chuan zirlaite pawh lehkna an zir ng un loh chuan result tha neih a hlawhtlinia chan a harsat miao avangin he hla phuahtu hian zirlaite chu “kawltter chawinun iang” a tih phah a ni.	
11	<p>Fate hi mi zawng hmuha nu leh pate chale lohna tarlangtu an nih dan chu – nmahni in chhung hi, nung chang sikul hmasa ber leh pawimawh ber a ni mi tinin an mize tha ber emaw, chhe ber emaw chu an mahni inchhung atanga an rawn chhawn chhuah a ni bawh.</p> <p>Ln chhung hain chetzia leh rilru leh nungchang a chher a, thinlung rawn tihawngin chetzia a rawn siamin, ngaihturhna a rawn tiharh a, nungchang a siam tha ib a siam sual thin naupan tet laia agaihdan an put te, puitlin hnu thlengin an vawng reng thin a an puitlin hnu thelengin an nu leh pa an chhun a aga, nu leh pa chale lohna mi zawng zawng hmuha tarlangtu an lo ni ang.</p>	$1 \times 4 = 4$
		$3 \times 2 = 6$
12(i)	Pathianin rim taka thawka kan thawhrah ei chauh turin min ti a, chutiang anits vang chuan thawhrim chu mihring nun chawi kang tu tur leh sang taleg vawrh theites a ni. Thawhrimna zawng zawngah hlaw htinna a awm a, a thawkrim apiang an hlawhtling a, mi ropui lean tih tam tah te pawh hi an thawhrim rah an seng vang liar liau a ni. Chuvang in thawhrim hi a hlu a, a tho bowke a, lean hun theuh hi thil hlu taka chantirtur chuan thawh a ngaitih hi lean vawn tlan a pawimawh em em a ni.	
(ii)	Rinawm taka nung thin pa thenawmah political party unit hruaitu a	

	khawsa a, sadai ele pawh hmu miah lovin a leng zuar zuar a, vawk vulh tan puina leh sangha dil siam ta puina a hmu zut zut a, sohar contract a lo thlir reng a, a hnathawh tlem zia leh a hlawk zia chu a thawkrim zawle pa chuan a hai bile lo. Chung lam malsawmnr leh thawhrimna raha lnghah chu mitha leh neinung chhungkua neih atan a ring zo ta bik lo. Rilru lama beidawwna nen hna a thawle a, eiruk tur melh ran chungin a nung ve ta mai a ni.	
(iii)	Zaram indopui pahnihna eho chhuaklute chu ramngaw leh nungeha tirem zawnga che thin zawng zawng, ramchhuak thin te, ramsa leh nungchate suat a tihlum thin tute, thing leh mare sumdawwna atans hmangpa la vak vak thin te basah ramsa leh sava pela ram vah ching, tur hmanga sangha hrai ching thin tute an ni.	
(iv)	Mi, a thiamma leh theihna, a remhriatna leli finna kan the sale a, tuna a dinhmun hi a phu-lawk aia sang chang ta nir ngaihthich an awn a, a dinhmm chu a tumruhna leh huaisenna, harsa tak chung pawha a beih talhna avanga chang thei a ni. A mah kan hmuh dan leh hriat thin dan atanga the chuan chang pha lo tur nia ngaih ni mahse chupa chu I lo hre chiang hauh lo a ni, chu chauh a ni lo, I tkuk lihpa a ni bawh	
13.(i)	A chhangtuin a chhandanah a innghat (unseen) Point: i. Zuk leh hmuam chi hrang hranghe ii. Zuk leh hmuam the tan dan iii. zuk leh hmuam the that loh na iv. Zuk leh hmuamin mihring taksa a nghawng dan. v. A tlangkawmma.	10
(ii)	Point : i. Rinawmna awmzia ii. Rinawmna awmzia iii. Rinawmna rah chhuah iv. Rimawn roh pawina v. A tlangkawmma.	
(iii)	Point: i. Taimak awmzia ii. Kan taimak dan tum iii. Taimak atanga hlawkna	

	<p>iv. Taimak loh pawina</p> <p>v. A tlangkawmma.</p>	
14	<p>A chhangtuin a chhandanah a innghat (unseen)</p> <p>SIAMA: Zirlaite leh pawla inhman hi eng nge i ngaih dan pu Tluang?</p> <p>TLUANGA: Ni e, he thel hi a pawimawh khawp mai .</p> <p>SIAMA: Kei ka ngaihnan chuan zirlaite pawla inhman hi tha ka ti lo hle mai.</p> <p>TLUANGA: Lehkhs zirlai en nih chuan eng pawlah mah hian inhmang lo se ka duh chu a in.</p> <p>SIAMA: A dik khawp mai, ka ngaihnan chiah tho a in.</p> <p>TLUANGA: Zirlai te hi pawla an inhman chuan an zirlai an tehchhiat phah thin hle in ka hria.</p> <p>SIAMA: Keipawh hei in ka ngaihnan leh a taka ka hmuh chean a ni.</p> <p>TLUANGA: Zirlaite hi chuan an zirlaiah clauh hian an rilru pe thei se a tha ber.</p> <p>SIAMA: Ni e, an zirlai ni lo an ngaihtuah tam lutuk hian nghawng tha lo tak a nei nasa hle inn ka hria.</p> <p>TLUNGA: Zirlaite pawla an inhman hian an nih tur ang an ni pho lo fo in a pawl a ni.</p> <p>SIAMA: A ni ngawl mai, an zirlate tha taka an zir thuh nan pawlah hi chuan inhnawhnawih lo hram thin se.</p> <p>TLUANGA: Mi hlawltling leh chhawrtlak am nih theih nan an zirlai hi ngai pavimawh se a fuh ber.</p> <p>SIAMA: Ni e, chutiang tur chuan zirlaite hnenah hian kan hrilh tam hi a</p>	6

	<p>ngai a ni.</p> <p>TLUANGA: Ran leh hnam, khawtlang tana hman tlak ni turin pawla in hmang hmasa lova, an zirlaite tha tak leh taima taka zr turiv kan fuih sauh sauh dawn nia.</p>	
15	<p>A chhangtuin a chhandanah a innghat (unseen)</p> <p>Ramngaw leh nungcha humhalh hi mihrringle tan a pawimawh hle a, milhring leh hmasawnna nis kan sawi hi thil seam dangte nunna suattu, tiboraltu a nih si chuan kan hmasawnna chu awanze awm lo, mahni lu chung a meeling chhek khawl ang mai kan ni. Ramangaw leh nungchate hi kan tel lovin an khawra thea a, mihrring te zawk hi an tell ova awm thei lo zawk kan ni.</p>	4