

**Marking Scheme**  
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**Secondary School Examination, 2026 (X)**

**SUBJECT: ENGLISH COMMUNICATIVE (Q.P. CODE 101/Set No 4)**

**EXPECTED OUTCOMES/VALUE POINTS**

**SECTION – A READING SKILLS (22 marks)**

**1. Answer the following questions based on the passage above. (12 )**

- (i) (B) reduces the likelihood of developing diabetes 1
- (ii) (B) enhanced serotonin and natural chemical release in brain 1
- (iii) (any one) 1

- long hours at desk
- convenience food

- (iv) Playing a sport and consuming a lot of healthy/nutritious/wholesome/nourishing food balances weight gain and reduces body fat. 1

(accept any other relevant answer)

- (v)
- depletes energy (1/2+1/2=1)
  - elevates body temperature which improves sleep quality by making the body work harder to cool down at night

- (vi) (1/2+1/2=1)
- Gym sessions feel like a chore/ an activity that is performed in isolation
  - Sports activities are fun/competitive in nature

- (vii) (Any one) 2
- offers opportunities to face challenges
  - learn from failure and celebrate wins
  - fosters self-confidence / adaptability and resilience/ making one feel more capable and positive about life

- (viii) (Any one) (1+1=2)
- help to build lean muscle while burning fat
  - challenge balance thereby reducing risk of falling
  - test the limits of endurance

- (ix) (Any two) (1+1=2)
- playing sports fosters social bonds and community living.
  - joining a team or club brings one into a supportive network of team mates, coaches and friends.
  - shared goals, team camaraderie and cheering each other help strengthen relationships and build a sense of belonging.

- Social engagement not only enhances enjoyment but also encourages to stay committed, making regular physical activity a sustainable part of life.

**2. Answer the following questions, based on the given passage: (10)**

(i) (any one) 1

- conserves natural environment
- appreciates local culture/uplifts local people both socially and economically
- benefits communities rather than exploiting them
- strives to protect fragile ecosystem and educate visitors

(ii) (any one) 1

- used ecotourism as a tool to convert/turn/ transform
- converted/ turned/ transformed

(any other relevant word can be accepted)

(iii) (B) selling handmade handicrafts as souvenirs. 1

(iv) (D) 2 and 5 1

(v) (any two) 2

- not all operators practise what they preach.
- some misuse the label to appear green without ethical conduct / problem of greenwashing.
- many tourists strain ecosystems causing erosion / habitat disruption / pollution in the most well-meaning eco-tourism sites

(vi) (any one) 1

- must abide by strict code of conduct
- control its environmental footprint
- ensure genuine benefit –sharing with local communities
- respect for nature
- well managed practices

(vii) (C) erosion, habitat disruption and pollution. 1

(viii) (any two) 2

- must abide by strict code of conduct
- control its environmental footprint
- ensure genuine benefit –sharing with local communities
- respect for nature

**SECTION B – (WRITING SKILLS) (22)**

**3. Application writing (3)**

Format	–	1 mark	
Content	–	1 mark	
Accuracy	–	1 mark	(spelling, punctuation and grammar)

**Value points**

- Permission to use school resource/ computer lab
- To prepare a PPT on benefits/importance/ advantages of social media (any other relevant point can be accepted)

**Note:**

Sender's address is not mandatory.

**4. Factual Description (4)**

Content	–	2 marks	
Organisation	–	1 mark	(Cohesive devices and coherence of ideas)
Accuracy	–	1 mark	(spelling, punctuation and grammar)

**Value Points:**

- Specify the place / physical description (for eg. your home/room/classroom/library/ city/ country / park/ any other place)
- Describe the atmosphere
- Mention the location
- Reason/reasons: what makes it special for you?

**Note:**

Title/ Heading is not mandatory

**5. Formal Letter to Editor (7)**  
**(a)**

Format	–	1 mark	(1/2 mark if more than 3 points are missing in the format)
Content	–	3 marks	
Organisation	–	2 marks	(Cohesive devices and coherence of ideas, formal tone and 2 or 3 structured paragraphs)
Accuracy	–	1 mark	(spelling, punctuation and grammar)

**Value Points:** (Minimum 2 value points)

- Increasing cost of healthcare/ Unaffordable treatment
- Lack of access to essential medical services in rural and underprivileged areas
- Inadequate infrastructure
- Shortage of qualified doctors
- Impact on peoples' well-being: physical disability/prolonged illness/losing loved-ones/losing one's own life

(any other relevant point)

**Suggestions to address the problem:** (Minimum 1 value point)

- Improve access to healthcare / Improve road connectivity for ambulance
- Make medical services affordable to all /Government subsidy for all/ Universal Health coverage
- Adequate work force/qualified doctors/nurses/ medical staff
- Establish more health and wellness centres in rural and underprivileged areas

(any other relevant point)

**OR**

**(b)**

Format	–	1 mark	(1/2 mark if more than 3 points are missing in the format)
Content	–	3 marks	
Organisation	–	2 marks	(Cohesive devices and coherence of ideas, formal tone and 2or 3 structured paragraphs)
Accuracy	–	1 mark	(spelling, punctuation and grammar)

**Value Points:** (Minimum 2 value points)

- Climate change – the most pressing global issue
- Rising temperature / extreme weather conditions/ events- natural calamities
- Global warming/ melting glaciers and ice- caps
- Environmental degradation / Impact on agriculture/ cropping cycles/ food production
- Affect life across planet/ bio diversity / Climate refugees

(any other relevant point)

**Suggestions to combat the issue: (Minimum 1 value point)**

- Youth to understand their role and act responsibly.
- Reduce carbon footprints- save electricity/ use public transport/ carpooling/ walk or cycle wherever possible / avoid single use plastic
- Recycling drive - E-waste/ plastic/clothes / plantation /any other
- Awareness campaigns/ street plays / poster making and slogan writing / composting/ waste segregation and disposal

(any other relevant point)

**6. Article Writing**

**8**

**(a)**

Format	–	1 mark	(Title and byline)
Content	–	3 marks	
Organisation	–	3 marks	(Cohesive devices and coherence of ideas, formal tone and 2or 3 structured paragraphs)
Accuracy	–	1 mark	(spelling, punctuation and Grammar)

**Value Points: (Minimum 2 value points)**

- Importance of nurturing a space- minded generation / STEM Inspiration
- Inculcating/ developing interest in space – study / science and technology/ astronomy
- Benefits for scientific advancement
- Technological/ economic/ geopolitical benefits
- Inspiration to youth / Global collaboration

(any other relevant point)

**Recommendations for policy makers and educators: (Minimum 1 value point)**

- Integrate space learning into school curriculum
- Setting up of adequate infrastructure in schools and colleges for space learning
- Increase / accelerate investment in space travel and exploration
- Organise / conduct national/ state/ district level competitions/ exhibitions / conferences/ seminars to generate interest in space travel and exploration.

(any other relevant point)

**OR**

**(b)**

Format	–	1 mark	(Title and byline)
Content	–	3 marks	
Organisation	–	3 marks	(Cohesive devices and coherence of ideas, formal tone

Accuracy – 1 mark and 2 or 3 structured paragraphs)  
(spelling, punctuation and Grammar)

**Value Points:**

**Importance/ benefits of educating girl child** (Minimum 1 value point)

- Educating girls helps uplift individuals, families and society.
- Improves literacy rates and overall national development.
- Leads to better health, nutrition, and hygiene for families and communities.
- Educated women participate more in the workforce, become financially independent and boost economic growth.
- Promotes gender equality, informed decision-making and reduces child marriage.

(any other relevant point)

**Barriers to Girl Child Education** (Minimum 1 value point)

- Poverty/ economic constraints for higher education
- Lack of neighbourhood schools, transport, or safe sanitation facilities.
- Social and cultural norms: discouraging girls' education / early marriage and household responsibilities.
- Safety concerns and inadequate infrastructure.

(any other relevant point)

**Recommendations for Government, Schools and Students:** (Minimum 1 value point)

- Promote survival, protection, and education of the girl child (Beti Bachao Beti Padhao)
- Aim for universal elementary education, with special focus on girls. (Sarva Shiksha Abhiyan)
- Encourage school attendance by providing free nutritious food (Mid-Day Meal)
- Residential schools for girls from disadvantaged communities (Kasturba Gandhi Balika Vidyalaya)
- Create a safe and inclusive environment where girls feel respected and protected from discrimination or harassment.
- Provide scholarships, free books, uniforms, and sanitary facilities to reduce financial and hygiene-related barriers / sensitize teachers and staff through training on gender sensitivity and child protection.

(any other relevant point)

**SECTION – C (GRAMMAR)**

**(10)**

**7. Fill in the blanks with the appropriate option:**

**(1x3=3)**

- reduce
- are emerging
- are investing

**8. Identify the missing word in each line.**

**(1x4=4)**

	<b>Word before</b>	<b>omission</b>	<b>word after</b>
<i>For eg.</i>	<i>heat</i>	<i>in</i>	<i>the</i>
	i. they	are	released
	ii. burning	of	fossil
		<b>OR</b>	
	ii. fossil	fuels	An
	iii. leads	to	global
	iv. levels	are	effects

**Note:**

- ½ for word before/after
- ½ for word missing
- No credit, if either word before or after is missing or these words are completely missing.

**9. Do as Directed**

**(1)**

- (i) Don't worry, it seems like a case of migraine. I'll prescribe you some medicines and also advise you to take proper rest and avoid stress.

**Or**

It seems like a case of migraine. Don't worry. I'll prescribe you some medicines and also advise you to take proper rest and avoid stress.

**Or**

It seems like a case of migraine. I'll prescribe you some medicines and also advise you to take proper rest and avoid stress. Don't worry.

(ii)

**(1x2=2)**

- (i) Why he hadn't submitted his homework the previous day/the day before/the last day
- (ii) sorry and that/ added that / further added that /said that/ said he hadn't been/ was not feeling well

**Or**

was not feeling well.(sorry may be omitted)

**SECTION – D (LITERATURE TEXT BOOK)**

**(26)**

**10. Read the given extracts and answer the questions briefly, for any two extracts, of the given three, (a), (b), (c). (4+4=8)**

**(a)**

- (i) Moonlit and cloudless 1
- (ii) The writer means that the goat's bleat is so persistent/continuous/irritating/repetitive that even a deaf/ very old tiger can hear it. 1
- (iii) A platform had been constructed in a comfortable and conveniently placed tree. 1

**Or**

A platform had been constructed on a tree.

- (iv) quarry 1

**(b)**

- (i) The poet felt glad / honoured /happy as the snake had come like a guest/ liked him 1
- (ii) The snake departed peacefully into the burning bowels of the earth/crack/ hole/fissure, underground/under the surface of the earth. 1
- (iii) It is suggested to the narrator take a stick and break/attack/ finish him off/kill him. 1
- (iv) He compared it to the visit of a guest 1

**(c)**

- (i) Mrs Slater wants to shift/ get rid of her own chest of drawers before the others/ Jordans come. 1

**Or**

wants to bring the bureau down to show it as her own possession before the arrival of the Jordans

- (ii) Henry reacts in a stupefied manner/is reluctant/ unwilling/thinks it is inappropriate / doesn't seem delicate to do so/ says he wouldn't care to (any one) 1
- (iii) Mrs Slater wants to move the shabby old chest of drawers/ chest of drawers upstairs 1
- (iv) She thinks her sister/ Elizabeth/ Mrs. Jordan can have it 1



**11. Answer any five of the following six questions, in 30-40 words each. (2x5=10)**

- Content – 1
- Expression – 1

(i) (any two) 2

- the boys sacrificed their childhood comforts
- endured hardships and worked relentlessly, not for themselves, but to support their sister's treatment
- did several odd jobs from dawn till late in the night
- spent nothing on themselves- had meagre food/ wore shabby clothes/ tangled hair
- strongly moved by their dark earnest eyes/ sincerity
- their silent struggle reflected love, responsibility and an inspiring sense of duty.

(ii) (any two) 2

- The Ouija board spelt out "TRAITOR"/ "ASK HIM", making Lavinia believe her husband was flirting with someone through the board.
- The Ouija board heightened the confusion/ created misunderstanding in their married life
- worsened Lavinia's suspicion, adding humour to the ghostly plot.
- Gave the bulliest / best plot to John Hallock for his next story.

(iii) (any two) 2

- followed the frog's constant instructions /harsh criticism blindly
- added trills and frills / practised continuously without any rest even in the harsh weather/exerted herself /damaged her voice/ strained her voice.
- sought/ had become used to praise and applause
- lost confidence /originality /spontaneous sweetness of her songs.

(iv) (any two) 2

- realized that even a single word (Oh!) could be expressed with depth, emotion and timing.
- treated it as a challenge/ infused sincerity into his performance / regained satisfaction
- valued inner satisfaction more than financial reward/ payment
- left the place without taking his payment.

(v) (any two)

2

- Ozymandias' once-great empire has crumbled
- only ruins of the statue in the desert/ sand all around
- boastful words (King of kings) contrast sharply with the desolation around
- Ozymandias, once the king of kings, is now a 'colossal wreck'.
- Power and glory will fade away; impact of good deeds last for ever

(vi)

2

- While playing computer game, Sebastian met with an accident and head banged against the computer and stored his memory/ trapped his consciousness in the computer disk, leaving him in a coma.
- Michael purchased/ played those computer games / helped Sebastian to regain consciousness/ to recover

**12. Answer any one of the following two questions in about 150 words.**

**(8)**

Content	- 4 marks
Organisation	- 3 marks (coherence and cohesion, 2-3 structured paragraphs)
Accuracy	- 1 mark (spelling, punctuation and grammar)

**Answer can be woven along the following points**

(a)

- In Julius Caesar ambition is seen as dangerous / intimidating
- Though he refuses crown thrice but has a hidden/ latent desire for power
- His ambition and pride makes him dismiss Soothsayer's warning/ Calpurnia's fears.
- Proceeds to senate house when Decius Brutus tells him that senators may change their mind of crowning him.
- Caesar embarks upon a policy of conquests and brings back captives to Rome / fills the Roman treasury with the loot and ransom collected
- Compares himself to the 'Northern Star'/ believes himself to be superior

**Note:**

**Students may also describe the personal ambition of Antony or other conspirators and present a contrast with Patol Babu's ambition**

- Patol Babu's artistic desire motivates him to rehearse with all his heart though he has to say a single word ("Oh!")
- Though away from the stage for years, longs to be an actor again.
- Performs with total dedication, feels satisfied, and does not even collect his payment.

### **Analysis of both the characters**

- While Caesar's ambition makes him arrogant, and eventually leads to his assassination, Patol Babu's ambition brings out the best in him, gives him a sense of satisfaction and dignity.
- Patol's ambition is not for wealth or popularity whereas Caesar's longs to have power, authority and public dominance.
- While Caesar's ambition is outward and power-oriented, Patol's is inward and self-fulfilling.
- Both texts reveal that ambition can either corrupt or inspire, depending on whether it is guided by self-interest or sincerity

### **Note:**

Any other well-reasoned point may be accepted.

**Or**

**(b)**

### **The Letter**

- Ali waits patiently for five years to receive a letter from his only daughter, Miriam
- Visits the post office daily at 4 o'clock in the morning even in harsh weather
- endures loneliness of old age / routine humiliation / the post master's ridicule in the hope of receiving a letter
- suffers loss and separation
- His patience becomes a symbol of love and faith, even beyond death.
- He leaves a positive impact on the postmaster who eventually empathises with his situation when he anxiously waits for news about his own daughter

### **The Rime of the Ancient Mariner**

- Endurance and patience is seen in the Mariner's prolonged suffering
- Suffering with thirst, isolation and guilt as punishment for his reckless act.
- Patiently and hopefully/ optimistically waits for the weather to change and the wind to blow
- seeks redemption and feels impelled/ waits patiently to narrate his tale to take the weight off his chest/ to feel less guilty
- His endurance ultimately leads to repentance and wisdom.

### **Conclusion**

- Ali understands the importance of love and separation and thus, gives up hunting.
- The Mariner realizes the value of life and moral responsibility when he kills the albatross.
- Both texts show that patience and endurance are essential for transformation.

### **Note:**

Any other well-reasoned point may be accepted.