

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (X)
SUBJECT NAME- ENGLISH (Q.P. CODE /Set No 2/1/3)

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.

Q.P. CODE/ Set No-2/1/3

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.

MARKING SCHEME
ENGLISH- LANGUAGE AND LITERATURE(184)

SECTION – A
READING SKILLS (20 MARKS)

Passage-1

10 marks

Q.No.

- I. One never expected that people were cooking pancake-like food as far back as 30,000 years ago/ existed for so very long / in several places and several ways. **1**
- II. (B) it can be used for cooking and also for eating **1**
- III.
- The use of baking powder makes it light and fluffy **1+1**
 - The American version of pancakes-thick and soft-gained popularity in the 18th century.
- IV. True **1**
- V. (A) Dosa and appam **1**
- VI. (A) like a painter starts with a blank canvas, a diner can get creative **1**
- VII. (Any two points)**
- food connects humanity through shared history-creativity **2**
 - each pancake tells a story of regional identity, food traditions and a deep love for food that brings people together.
 - Pancakes are warm edible hugs that are a perfect comfort on a bleak day
- VIII. (A) comfort food that provides a sense of emotional security. **1**

Q2. Passage-2

10marks

2. I. (D) People who use internet actively **1**
- II. (B) Both the assertion and the reason are true but the reason is not the correct explanation of the assertion. **1**
- III. relatively **1**
- IV. (B) 2023-2025 **OR** (C) 2020 to 2023 **1**
- V. (Any one) **1**
- Lack of awareness
 - Infrastructural limitations
 - digital divide
 - a lack of perceived need for the internet.
- VI. Impedes **1**

- VII. Higher density/population 1
- VIII. 1+1
- Targeted awareness campaigns
 - Digital literacy programs
- IX. (Any one) 1
- India is abuzz with internet activities being carried out every moment of every day.
 - Every aspect of daily life-research/information/shopping/entertainment/smart homes- needs internet

SECTION – B
GRAMMAR AND CREATIVE WRITING SKILLS
GRAMMAR

3. Complete ANY TEN of twelve of the following tasks, as directed. 10x1=10

Full credit 1, for correct answers.

No partial credit of ½ , for any question in this section.

- I. (C) have not eaten 1
- II. 1

Error	Correction
identifying	identify

- III. Yamini asked her friend Shifa if/whether she would like to come for her birthday party the next day/following day/day after. 1
- IV. are 1
- V. if/whether she could teach him to swim **OR** if/whether she could teach him how to swim 1
- VI. (C) Then-to 1
- VII. (B) mandatory 1
- VIII. (C) the **OR** (D) these 1
- IX. Whether / if he had had his dinner 1
- X. (D) would 1
- XI. (D) didn't 1
- XII. The student asked (the writer/him/her) what had prompted (him/her/the writer) to become a professional writer 1

CREATIVE WRITING SKILLS (10 MARKS)

4. Attempt ANY ONE from (A) and (B) given below:

1x5=5

Content- 2 marks

Format- 1 mark

- No mark for format alone if content is irrelevant or missing
- Full credit of 1 mark if all aspects are mentioned
- Partial credit of ½ mark if one or two aspects are missing
- No credit if more than two aspects are missing

Organisation of ideas-1 mark (*Effective style, orderly sequence, paragraphed structure and formal tone and vocabulary*)

Accuracy- 1 mark (*Spelling, punctuation and grammar*)

- ½ a mark will be deducted if there are three or more spelling errors, along with errors in punctuation and grammar

(A) (At least four points, two from each aspect)

Value points:

Highlighting the issue/situation:

- Severe traffic congestion causing long delays
 - Frequent road rage incidents/ collisions
 - Noise pollution affecting the local residents
 - Lack of traffic personnel and proper regulation
- (Any other relevant points)

Suggestion:

- Deployment of traffic police and school guards
 - Creating designated parking zones and drop off points
 - Improving the public transport system
- (Any other relevant points)

OR

(B) (At least four points, two from each aspect)

Value points:

- Promoting civic responsibility
 - Fostering environmental awareness
 - Nurturing leadership skills
 - Constructive use of time
 - Motivates peers
 - Holistic personality development/ this proactive approach helps in developing empathy
- (Any other relevant points)

Suggestions-

- Acknowledgement and recognition of their efforts by concerned authorities
 - Introduction of vocational training programmes
 - Mentorship programmes initiated by the government
- (Any other relevant points)

5. ANY ONE from (A) and (B) given below:

1x5=5

Analytical paragraph writing should NOT be confused with writing a description of given elements or writing a summary.

Content-2 marks

- Full credit of 2 marks will be awarded if a minimum of 4 trends/points are duly analysed and synthesised
- Partial credit of 1 mark will be awarded if a minimum of 2 trends/points are duly analysed and synthesised.

Organisation of ideas-2 marks

- Effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary
- Linking words and phrases like: however, in addition to, in contrast to, therefore etc should be included

Accuracy-1 mark [spelling, punctuation and grammar]

(A) Value points (Implications of the following points)

- Improvement in sports infrastructure
- Focus on multipurpose sustainable facilities
- Integration of technology
- Grassroot centric approach

OR

(B) Value points (Implications of the following points)

- Indian startup ecosystem is one of the most vibrant and largest in the world
- Drives innovation across various fields
- Brings unique solutions to major challenges- both domestic and international
- Has entered various fields- healthcare, e- commerce and agriculture
- Supported by funding and government initiatives

**SECTION-C
LITERATURE TEXTBOOK**

40 marks

6. Read the given extracts and answer the questions for ANY ONE of the two given:

5 marks

(A)

I. (C) conflicted

1

II. (Any two points)

2

- emancipation from poverty
- emancipation from deprivation

Q.P. CODE/ Set No-2/1/3

- freedom from suffering
 - freedom from gender and other discriminations
- III. Promising 1
- IV. (Any one) 1
- South Africa shall never experience oppression again
 - democracy shall forever prevail
 - installation of non-racial democratic regime
- (Any other similar explanation)

OR

(B)

- I. (A) Patronising 1
- II. (Any two) 2
- as a mark of respect
 - recognition of his supremacy
 - acceptance of his knowledge or wisdom that are his strength
 - Flattery (Any other relevant word)
- III. enjoy 1
- IV. he mistakes a book for a hat 1

7. Read the given extracts and answer the questions for ANY ONE of the two given: 5 marks

(A)

I. (Any one)

Violent desires/passions/jealousy/cruelty/greed/lust/conflict/fury. (Any other relevant word) 1

II.

Fire: 1+1

- Fire represents desire, avarice and passion- can turn destructive if unchecked

Ice:

- Ice represents hatred and indifference (cold-heartedness) –can damage personal bonds/families/ friendships/ societies (Any other relevant word)

III. World 1

IV. (D) The sun is high, 1
The clouds dript past,
In the blue sky which is so vast.

OR

(B)

I. The word nonplus rhymes with 'thus' and conveys a deeper meaning of confusion/the poet uses Poetic licence. 1

II. 1+1

- The attributes of the animals don't match their personalities
- Hyena and crocodile seem to smile and weep, however, in reality, they are deadly

(Any other relevant point)

III. Inexperienced (Any other synonym) 1

IV. (A) 1 and 4 1

8. Answer ANY FOUR of the following five questions, in about 40-50 words. 4x3=12

Content-2 marks (at least 2 value points with relevant textual evidence),

Expression-1 mark (Effective style, coherence and cohesion)

I. (Any two) 2+1

- Loss is a part of living
- Things that are lost can't be retrieved
- One must learn to accept loss- "epistemology of loss"
- His first sense of responsibility
- Money is external

II. (Any-one from each heading) 2+1

Event: she sees the cow that had given her joy earlier dead on the street.

Significance of the event:

- Valli encounters mortality for the first time-learns about the harsh reality of life
- discovers that life can be unpredictable
- Loss of innocence- she learns about loss and mortality/harsh reality

III. (Any two) 2+1

- The family was Jewish
- Father- Otto Frank- patient, adorable and understanding
- Mother- Edith- talkative- married young

Q.P. CODE/ Set No-2/1/3

- Anne and her sister, Margot, stayed with their grandmother before they moved in with their parents in Amsterdam
- (Any other relevant point)**

IV. (Any one)

2+1

The disagreement/ contention over

- Oxen meadows
- Whose dog-Guess or Squeezer- was better

V. (Any two)

2+1

- Symbolises physical beauty/youth/attraction/popular sense of feminine beauty
- Suggests Anne Gregory was attractive and had suitors
- Illustrates the conditional/superficial/transitory love (as opposed to divine love)

(Any other relevant point)

9. Answer ANY TWO of the following three questions, in about 40-50 words each:

(2x3=6)

Content-2 marks (at least 2 value points with relevant textual example),

Expression-1 mark (Effective style, coherence and cohesion)

I. (Any two)

2+1

- When Mr. and Mrs. Hall entered the room, the furniture displayed spirit-like behaviour
- The bedroom chair first started moving
- Chair rose in the air pushing them out
- The door shut behind them

II. (Any two)

2+1

- The speaker, a woman posing as the homeowner, is herself a cunning thief
- She tricks Horace into opening a safe for her.
- The statement highlights hypocrisy-one criminal condemns another while committing a greater crime.

III. (Any two)

2+1

- Stereotypes regarding spies- physically fit, attractive, charismatic personality
- In reality, Ausable is overweight, unassuming, sloppy, can easily pass for a common man
- Turns out, he is smart and witty-traps Max easily
- Demonstrates one's intellect is superior to looks.**(Any other relevant point)**

10. Answer ANY ONE of the following questions, in about 100-120 words:

1x6=6

Content-3 marks (any three points duly supported by relevant textual evidence)

Expression- 2 marks (effective style, coherence and cohesion using a balanced comparison and the synthesis of two aspects/ texts)

Accuracy- 1 mark (Spelling, punctuation, grammar)

I. (Any three points, at least one from each)

3+2+1

Similarities:

- Both are powerful wild creatures
- Both evoke fear through their appearance
- Both are confined to spaces that aren't their habitats
- Both are emotionally isolated- evoking the sympathy of the readers

(Any other relevant points)

Differences:

- Tiger is forcibly confined but Custard chooses a safe cage for himself
- Tiger never gets a chance to prove his strength, Custard does
- Tiger's situation is tragic whereas Custard's situation is comic/ironic
- Tiger brings out the theme – human control over wildlife and Custard brings out the theme – Appearances are deceptive

(Any other relevant points)

OR

II. The Sermon at Benaras: (Any one)

3+2+1

- Kisa Gotami was love for her son was selfish
- Buddha enlightened her by showing that excessive attachment leads to suffering
- One must accept life and death to achieve peace

(Any other relevant points)

For Anne Gregory: (Any one)

- Explores the dual nature of love
- Physical love – short lived, spiritual love transcends material world
- Youth and beauty are temporary aspects of life

(Any other relevant points)

Synthesis of the two texts: (Any one)

- Both texts show true peace and love come from spiritual realization.
- Clinging to beauty/youth/life leads to suffering
- Accepting reality brings peace

(Any other relevant points)

11. Answer ANY ONE of the following two questions, in about 100-120 words:

1x6=6

Content-3 marks (any three points duly supported by relevant textual evidence)

Expression- 2 marks (effective style, coherence and cohesion using a balanced comparison and the synthesis of two aspects/ texts)

Accuracy- 1 mark (Spelling, punctuation, grammar)

I. (Any three points)

3+2+1

- Pumphrey's excessive love nearly kills Tricki
- She mistakes indulgence for care- Tricki becomes 'a bloated sausage' with 'rheumy eyes'
- At surgery too, she continued to send eggs, brandy, and other treats
- She ignores Dr. Herriot's advice of giving him exercise and cutting down on chocolates
- Love without discipline is harmful
- Real care means setting clear boundaries- importance of saying NO
- Spoiling children with excess damages them

(Any other relevant points)

OR

II. (Any three points)

3+2+1

- Matilda borrows a diamond necklace to look rich-loses it
- Spends ten years in poverty repaying the debt for its replacement
- Final twist- the original necklace was fake
- Matilda sacrificed her youth and health for one night of pretending
- She equated worth with wealth/physical appearance and social status
- Irony – the very thing she desired(the necklace) was fake
- The chapter critiques how chasing social status leads to ruin

Q.P. CODE/ Set No-2/1/3

- Pride and superficiality leads to misery
- True worth lies in contentment

(Any other relevant points)