

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (Xth)
SUBJECT NAME: ENGLISH LANGUAGE AND LITERATURE (184)
(Q.P. CODE /Set No 2/3/2.)

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.

MARKING SCHEME
ENGLISH (Language and Literature) (Subject Code-184)
(PAPER CODE: 2/3/2) (10-03-184K)

SECTION – A
(READING SKILLS)

20

1. Reading Passage 1

10

- | | | |
|-------|--|----------|
| i) | (B) – the potential to misuse or compromise a person's data. | 1 |
| ii) | (A) – it discloses a person's personal information on an online platform. | 1 |
| iii) | (Any two) | 2 |
| | <ul style="list-style-type: none"> • anxiety • stress • fear or paranoia • exposure to harassment • stalking • physical threats | |
| iv) | False | 1 |
| v) | (Any one) | 1 |
| | <ul style="list-style-type: none"> • clear violation of personal autonomy • harms marginalized groups • faces accelerated real world risks from such exposures | |
| vi) | (B) – it is impossible to erase the information once released online. | 1 |
| vii) | (Any one) | 1 |
| | <ul style="list-style-type: none"> • cases of online scams • criminal behaviour • misuse of anonymity • offenders hiding their real identities | |
| viii) | (Any Two) | 2 |
| | <ul style="list-style-type: none"> • by locking down social media privacy settings • by using pseudonyms • enabling two factor authentication • by minimizing sharing of personal data | |

2. Reading passage 2

10

- | | | |
|------|--|----------|
| i) | (A) – Both the Assertion and the Reason are true, and the Reason is the correct explanation of the Assertion. | 1 |
| ii) | craze | 1 |
| iii) | (Any two) | 2 |
| | <ul style="list-style-type: none"> • container glass • flat glass for construction and automotive sector | |

- fiberglass
 - decorative glass
 - toughened glass for buildings
 - tempered glass
- iv) 25% 1
- v) **(Any one)** 1
- heart of the Indian glass industry
 - specialized in decorative glassware
 - variety of glass products as chandeliers, bangles, domestic glass products
 - has more than 400 glassware manufacturing units
 - provides employment to more than 1,50,000 workers
- vi) **(Any one)** 1
- has more than 400 glassware manufacturing units
 - provides employment to more than 1,50,000 workers
 - artisans of this place have made it a leading contributor of India's glassware export
 - preserving tradition while supporting the local economy
- vii) it has the blend of traditional craftsmanship and modern technology 1
- viii) **(Any one)** 1
- reduces energy consumption
 - requires lower melting temperatures
 - less carbon emission
 - focuses on sustainability
 - decreases the cost of raw material
 - supports circular economy model
- ix) **(Any one)** 1
- of dependence on imported raw material
 - of energy- intensive manufacturing processes
 - of environmental regulations

SECTION B

20

GRAMMAR AND CREATIVE WRITING SKILLS

Full credit - 1 mark for correct answer, no partial credit.

3. Complete any **ten** of the following twelve tasks, as directed. 10

(i) sitting 1

(ii) 1

Error	Correction
demands	demanded

(iii) Each 1

(iv)

(Any one)

he paid all the money father had given him the previous day/ last day

all the money father had given him the previous day/ last day

(v)

(A) - attend- attends

(vi)

(A) - My sister told me that she had washed her new dress.

(vii)

(B) - within

(viii)

would

(ix)

Error	Correction
developed	develop

(x)

(Any one)

which the shortest route to reach the museum was.

which the shortest route was to reach the museum.

(xi)

(A)- had taken

(xii)

Error	Correction
are	is

CREATIVE WRITING SKILLS

Note: All details presented in the questions are imaginary and created for assessment purposes.

4. Letter Writing: **Any one from (A) and (B) given below** 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

Organization of ideas - 1 mark (effective style, orderly sequence, paragraph structured and formal tone, vocabularies).

Accuracy - 1 mark (Spelling, Punctuation and Grammar)

- ½ mark to be deducted if there are three or more spelling errors

a. **(At least four points, two from each aspect)** 2+1+1+1

Issue / Situation

- need to develop civic sense and community service in children.
- encourage children to volunteer for social projects.
- involve children in clean park initiative.

Suggestions

- teach environmental care

- organize art-in-the park programs
 - nurture creativity and community pride
 - conduct awareness campaigns.
 - say “No to Plastic”
 - promote cleanliness
 - encourage senior -citizen outreach
 - school – RWA- Govt partnerships
 - reward system for active children
 - regular monitoring and feedback loops.
- (Any other innovative and relevant ideas/ suggestions)**

OR

b. (At least four points, two from each aspect)

2+1+1+1

Issue / Suggestion

- physical fitness – necessary
- exercise - a life long habit
- boosts energy and stamina at every age
- improves mental well being
- reduces stress
- lowers risk of chronic diseases
- to be integrated into daily life
- promotes longevity and productivity
- fosters healthier society

Suggestions

- community fitness programs
 - accessible facilities
 - regular physical activities in school curriculum
 - awareness programme / campaigns
- (Any other innovative and relevant ideas/ suggestions)**

5. Analytical Paragraph: Any one from (A) and (B) given below:

5

Content - 2 marks

- Full credit of 2 marks for all value points given in the question
- Partial credit of 1 mark if only two value points are given

Organization of ideas - 2 marks

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

Accuracy - 1 mark (spelling, punctuation and grammar)

- ½ mark to be deducted if there are three or more spelling errors

a. Value points/ trends

2+2+1

(Any four points)

- restores energy
- enhances immunity
- promotes emotional well-being
- benefits concentration and productivity
- oversleep leads to fatigue, weight gain and irritability
- maintains physical health
- affects mental well-being
- impacts academic performance

(Any other innovative and relevant ideas/ suggestions)

OR

b. Value points/ trends

2+2+1

(Any four points)

- Sowing season of both crops
- Harvesting season
- Major crops
- Rainfall required
- Regions dominated by each crop
- Irrigation dependency
- Temperature required

(Any other innovative and relevant ideas/ suggestions)

**SECTION – C
LITERATURE**

6. Read the following extracts and answer the questions for **ANY ONE** of the given two (A) or (B) :

5

a. (i) (Any one)

1

- the postmaster was surprised at the staunch faith, Lencho had in God.
- expressed envy for the faith of Lencho
- admired Lencho for his unwavering faith

(Any other relevant point)

(ii) immense

1

(iii) (Any two)

2

- jovial
- ordinary
- fat
- amiable

- amused
- later became thoughtful and serious
- kind/ generous

(Any other relevant point)

(iv) (D) - He had never known such an address. 1

OR

b. (i) **(Any one)** 1

- believes that they are in danger, so they should be serious
- human civilization is advanced

(Any other relevant point)

(ii) **(Any two)** 2

- earthlings have discovered how to combine agriculture and mining
- can grow crops of rare metals, such as silver
- tensed that earthlings may attack them by high explosives
- earthlings can grow high explosives in their garden

(Any other relevant point)

(iii) that their invasion fleet is ready to go and take control of earth. 1

(iv) (C) – Only 3

1

7. Read the following extracts and answer the questions for **ANY ONE** of the given two (A) or (B): 5

a. (i) **(Any one)** 1

- feels angry/ helpless/ frustrated in the cage
- locked in the concrete cell
- shows his silent protest of being caged
- wants to be free, doesn't react to their presence

(Any other relevant point)

(ii) **(Any two)** 2

- free v/s captivated/ caged/ locked
- hunting freely v/s caged
- feared entity v/s displayed entity
- roaring v/s quiet
- open jungle v/s limited space

(Any other relevant point)

(iii) (A) – sympathetic and thoughtful 1

(iv) limited space 1

OR

- b. (i) **(Any one)** 1
- imagery of fog covering city and harbour
 - fog compared to cat, creates image of moving cat
 - visualization of cat sitting on its haunches
- (Any other relevant point)**
- (ii) **(Any two)** 2
- covers city/ urban area including harbour
 - shown as quietly observing the busy human world
 - silent, soft and natural
 - doesn't harm anyone
 - exist as a part of nature
 - powerful force, seems harmless
- (Any other relevant point)**
- (iii) (A) – softness 1
- (iv) playful and mysterious 1

8. Answer **any four** of the following questions in 40-50 words each: **4x3= 12**
Content: 2 marks (at least 2 value points)
Expression: 1 mark (effective style, coherence and cohesion)

- (i) **(Any two)** 2+1
- Mandela believed freedom meant liberty, carefree childhood.
 - later realised true freedom includes dignity, equality and justice(transitory or basic honourable freedom).
 - harsh reality of racial discrimination opened his eyes.
 - concept of freedom widened from individual freedom to collective freedom.
 - oppressor is also imprisoned by hatred and prejudice.
 - freedom became a broader, moral and humanitarian ideal.
- (Any other relevant point)**

- (ii) **(Any two)** 2+1
- reflects shock, grief and helplessness
 - realises the ball is lost forever
 - symbolises the first experience of responsibility
 - money cannot replace emotional attachment
 - his transition from childhood innocence to maturity
 - understands that it is a world of possessions
 - loss is inevitable/ learns the epistemology of loss
- (Any other relevant point)**

- (iii) **(Any two)** 2+1
- knew death is universal and unavoidable.
 - wanted Kisa to realise this truth herself
 - task assigned was for a practical lesson

- no household is untouched by death
- helped her understand the reality of life
- overcame her grief through acceptance

(Any other relevant point)

(iv) **(Any two)**

2+1

- wanted to secure his property and social status
- ancestors gave the land to Chubukov's grandmother's farmers
- after 40 years, they started claiming the land
- Lomov was the only one who had the papers

(Any other relevant point)

(v) **(Any two)**

2+1

- poet questions superficial attraction
- external beauty (golden hair) attracts admirers
- true love should value inner qualities
- human nature is often drawn to outward appearance
- poem highlights the contrast between inner worth and outer beauty
- tone is light / ironic / discursive / philosophical / analytical / conversational / reflective / contemplative

(Any other relevant point)

9. Answer **ANY TWO** of the following three questions in 40 - 50 words each : **2x3 = 6**

Content - 2 marks (at least 2 value points)

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

i) **(Any two)**

2+1

- Convalescing means gradual recovery after illness
- Mrs. Pumphrey started to bring fresh eggs, two dozen at a time for Tricki's strength
- bottles of wine to enrich Tricki's blood
- brandy for its constitution

(Any other relevant point)

ii) **(Any two)**

2+1

- doesn't show any fear, sat on the chair
- remained calm and devised a plan
- is sharp witted
- cooked up a story
- raised the issue of balcony, which was not there
- made Max believe that knock was by the police

(Any other relevant point)

iii) **(Any two)**

2+1

- received a clean dress
- was bathed

- oil was rubbed into her dry and matted hair
- was taken care of / groomed, otherwise neglected

(Any other relevant point)

10. Answer **ANY ONE** of the following two questions in 100 - 120 words each: **6**

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

Expression - 2 marks (effective style, coherence and cohesion)

Accuracy - 1 mark (spelling, punctuation, grammar)

(a) **(Any three points, at least one from each aspect)**

3+2+1

Seagull's mother:

- wants to make Seagull independent/ self-reliant
- uses indirect method to motivate young Seagull to fly
- concerned about survival and future
- silent encouragement, deals strategically
- builds courage and confidence in Seagull
- believes in his instincts to fly
- shows love but deals practically for the growth

Amanda's mother:

- always nags Amanda, strict, controlling
- wants Amanda to behave perfectly
- follows her ideals
- constantly gives direct instruction, scolds
- concerned about her appearance
- concerned for social manners, behaviour
- tone is demanding
- makes Amanda feel trapped who wants to escape from that situation

Compare and contrast

- fostered autonomy in Seagull and created rebellion in Amanda
 - Seagull got closer to the family but Amanda wanted to move away
 - Seagull's mother encouraged its emotional development whereas Amanda's mother restricted her natural growth
 - Seagull's mother made it resilient, Amanda's mother had excessive control
- (Any other relevant point)**

OR

(b) **(Any 3 points – at least one from each aspect)**

3+2+1

Rajvir's Train Journey

- wanted to learn about tea plantations
- read books during journey
- enjoyed scenic beauty of tea gardens

- eager to learn, observant, well prepared
- enriching his world view
- had appreciation for regional heritage
- had a great adventure, saw the world outside Delhi

Valli's Bus Journey

- personal curiosity
- travelled alone
- saved money, planned secretly
- excited, curious to see the landscape
- observed passengers during her bus journey
- independent, determined, bold
- developed awareness of urban life
- learned about harsh reality of death, when saw the dead cow

Synthesis of ideas

- curious to explore something new
 - fueled their enthusiasm
 - developed a deeper understanding of the world
 - enjoyed scenic beauty outside their homes
 - Rajvir observed plantations and Valli – people
- (Any other relevant point)**

11. Answer **ANY ONE** of the following two questions in about 100 - 120 words : **6**

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

Expression - 2 marks (effective style, coherence and cohesion)

Accuracy - 1 mark (spelling, punctuation, grammar)

(a) **(Any three points)**

3+2+1

- Anil trusts Hari Singh though he was a thief
- shows faith in his ability to change
- treats him kindly
- teaches him to cook, read and write
- Hari Singh values his gentle behaviour
- wants to run after stealing money
- but feels guilty and returns to Anil for the trust
- Anil's compassion pricks his conscience, changes/transforms him.

(Any other relevant point)

OR

(b) (Any three points)

3+2+1

- Matilda belonged to family of clerks but dreamed of all the rich class joys
- believed physical appearance defines happiness and success
- unhappy with her life
- borrows necklace to show off at the ball party to look rich and elegant
- but loses the necklace, takes loans
- gets acquainted with harsh reality of life
- after 10 years when she repaid all the loan, she learned from her friend the necklace was artificial
- shows Matilda chose to be rich but on the contrary consequences made her life miserable

(Any other relevant point)