

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

**General Instructions: -**

<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> .

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"> <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.

**MARKING SCHEME**  
**ENGLISH (Language and Literature) (Subject Code-184)**  
**(PAPER CODE: 2/3/3) (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.   | <b>1</b> |
| ii)   | (A)– it discloses a person's personal information on an online platform.   | <b>1</b> |
| iii)  | <b>(Any two)</b>   | <b>2</b> |
|       | <ul style="list-style-type: none"> <li>• anxiety</li> <li>• stress</li> <li>• fear or paranoia</li> <li>• exposure to harassment</li> <li>• stalking</li> <li>• physical threats</li> </ul>                                      |          |
| iv)   | False  | <b>1</b> |
| v)    | <b>(Any one)</b>   | <b>1</b> |
|       | <ul style="list-style-type: none"> <li>• clear violation of personal autonomy</li> <li>• harms marginalized groups</li> <li>• faces accelerated real world risks from such exposures</li> </ul>                                  |          |
| vi)   | (B) – it is impossible to erase the information once released online.  | <b>1</b> |
| vii)  | <b>(Any one)</b>   | <b>1</b> |
|       | <ul style="list-style-type: none"> <li>• cases of online scams</li> <li>• criminal behaviour</li> <li>• misuse of anonymity</li> <li>• offenders hiding their real identities</li> </ul>   |          |
| viii) | <b>(Any Two)</b>   | <b>2</b> |
|       | <ul style="list-style-type: none"> <li>• by locking down social media privacy settings</li> <li>• by using pseudonyms</li> <li>• enabling two factor authentication</li> <li>• by minimizing sharing of personal data</li> </ul> |          |

**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.                    | <b>1</b> |
| ii)  | craze  | <b>1</b> |
| iii) | <b>(Any two)</b>   | <b>2</b> |
|      | <ul style="list-style-type: none"> <li>• container glass</li> <li>• flat glass for construction and automotive sector</li> </ul> |          |

- 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)** 1

- 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 1
- (vi) (A) - My sister told me that she had washed her new dress. 1
- (vii) (B) - within 1
- (viii) would 1
- (ix) 1
- | Error     | Correction |
|-----------|------------|
| developed | develop    |
- (x) (Any one) 1
- which the shortest route to reach the museum was.
  - which the shortest route was to reach the museum.
- (xi) (A)- had taken 1
- (xii) 1
- | 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-** 2marks

**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 aspects)** 2+1+1+1

Introduction and purpose

- multiple failed transactions

- blockage of ATM card
- toll free number unavailable
- wastage of time due to no support

**Suggestions**

- investigation of the issue
  - request for immediate fix
  - expect prompt response from the bank
  - regular maintenance of the ATM machines.
- (Any other innovative and relevant ideas/ suggestions)**

**OR**

**b. (At least four points)**

**2+1+1+1**

- mention “Go Green Campaign”
  - celebration of World Environment Day.
  - conducting hands-on activities – tree plantation, clean-up drives, design of school garden
  - benefits of community participation – awareness, sensitizing
  - instils responsible behaviour in students
- (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 five questions in 40-50 words each. **4x3 = 12**

**Content** – 2 marks (at least, 2 value points)

**Expression** – 1 mark (Effective, style, coherence, cohesion)

- i) **(Any two points)** **2+1**
- should be liberated as he is the prisoner of hatred
  - is insecure because of prejudice of fear and inhumanity
  - destroys own dignity by denying humanity for others
  - without mutual liberation, cycle of hatred continues, preventing true freedom

**(Any other relevant point)**

- ii) **(Any two points)** **2+1**
- the specific ball holds sentimental values, the new one cannot replace it's memories
  - wants the boy to understand the definition of loss
  - one has to grow to accept the loss
  - the physical possessions can be substituted but not the emotional losses
  - money is external

**(Any other relevant points)**

- iii) **(Any two points, at least one from each aspect)** **2+1**
- Kisa's grief
- the loss of her only child filled her with grief
  - she viewed the death of her son as an exceptional tragedy
  - her motherly instinct and attachment blinded her to the reality of mortality

**(Any other relevant point)**

Seeks Help

- she asked for a cure
- she asked others to revive her son / bring him back to life

**(Any other relevant point)**

- iv) **(Any two points)** **2+1**
- engages in petty arguments, is materialistic and vain
  - disputes Lomov's ownership of "Oxen Meadows"
  - her behaviour shifts abruptly on learning about the proposal
  - shows her stubbornness even after agreeing for marriage
  - character driven by insecurity in marriage

**(Any other relevant point)**

- v) **(Any two points, at least one from each aspect)** **2+1**  
Dyeing of hair

- exposes that men are attracted to external beauty
- exposes the superficiality of human love
- woman assumes that hair dye will help her find true love

**(Any other relevant point)**

External Beauty

- people captivated by outward show rather than internal beauty
- only divine can love you for your true self

**(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 100-120 words.

**6**

**Content-** 3 marks

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

**Accuracy** - 1 mark (spelling, punctuation, grammar)

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

**3+2+1**

- Hari Singh - habitual thief
  - steals for survival
  - lies about his cooking skills
  - Anil trusts him / gives him work / shows kindness to him
  - Hari feels valued
  - wants to change
  - returns stolen money
  - his conscience pricks / chooses honesty
  - trust and respect reformed Hari
  - putting faith in somebody is more powerful than giving punishment
- (Any other relevant point)**

**OR**

**(b)(Any three points)**

**3+2+1**

- excessive vanity and love for luxury
- unhappy with her middle class lifestyle/ modest background
- dreamed of riches, fine clothes and jewellery
- wanted to appear wealthy at the minister's ball

- borrowed a diamond necklace from Madame Forestier
  - fear of social judgement
  - lacked the courage to confess the truth
  - instead of admitting, chose to replace the necklace
  - had to face years of suffering and hardships (with examples)
  - shows honesty and contentment are more valuable than pride and appearance
- (Any other relevant point)**