

(Q.P. CODE /Set No 184/2-2-2)

Marking Scheme

Strictly Confidential

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Secondary School Examination, 2026 (Xth)

SUBJECT NAME: English Language and Literature)

(Q.P. CODE /Set No 184/2-2-2)

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.

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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	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- <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: 2/2/2)

Q.No.	EXPECTED OUTCOMES/VALUE POINTS	Marks
SECTION – A (Reading Skills)		20 Marks
1. PASSAGE I		10 marks
(i)	(D) Fear of being left out of rewarding experiences.	1
(ii)	(B) Of constant edits and updates on social media platforms.	1
(iii)	(Any one) <ul style="list-style-type: none">Intensifies pressure to participate in everything from music festivals to viral food craze.Memories and moments are commodified	1
(iv)	(Any Two) <ul style="list-style-type: none">Hesitate to commit to plans due to fear of better alternative emerging later.Impulsive choice such as overspending, overcommitting to events.Hasty decisions to avoid feeling excludedStruggle to focus on their prioritiesCauses anxiety and dissatisfaction.	2
(v)	(Any One) <ul style="list-style-type: none">DissatisfactionAnxietyBreeds discontentFear of commitmentImpulsive behaviorDistractionOvercommitting	1
(vi)	(Any Two) <ul style="list-style-type: none">By setting specific timings for checking apps and social media.Mindful breathing or meditation.Prioritizing self-awareness and authentic experiences.Avoids constant comparisonNot chasing external validationGenerate emotional resilience	2

- | | | |
|--------|---|---|
| (vii) | True | 1 |
| (viii) | (B) Withstand emotional anxiety of FOMO | 1 |

2. PASSAGE 2

10 marks

- | | | |
|--------|---|---|
| (i) | (Any One) <ul style="list-style-type: none">• Evolving beauty standards• Social media influence• Awareness about personal grooming | 1 |
| (ii) | (B) The industry is growing and evolving by the day | 1 |
| (iii) | Projected | 1 |
| (iv) | (Any one) <ul style="list-style-type: none">• Increasing awareness of personal grooming• Skin care routines among consumers• Trendy and innovation solutions/demand for organic and premium products. | 1 |
| (v) | (A) Both the Assertion and Reason are true and the reason is the correct explanation of the assertion | |
| | OR | |
| | (D) The Assertion is False but the Reason is True | 1 |
| (vi) | (Any One) <ul style="list-style-type: none">• Played crucial role in expanding access to cosmetics especially in Tier II and Tier III cities.• Online sale contribute around 25% of total cosmetic sale in India. | 1 |
| (vii) | 35% | 1 |
| (viii) | (Any One) <ul style="list-style-type: none">• An aspirational pursuit of refinement enhancing self-confidence.• Dismantling archaic stereotypes | 1 |
| (ix) | (Any Two) <ul style="list-style-type: none">• Intense competition• Complying with regulations• Ensuring product quality• Changing consumer preferences | |

- Addressing ethical sourcing concern
 - Complexity of supply chain
 - Copied products
- 2

20

SECTION – B
(Grammar and Creative Writing Skills)

3. Complete ANY Ten of the following twelve tasks as directed: (10x1=10)
Full credit – 1 mark for correct answer. No Partial credit

- (i) Walked/had been walking/had walked 1
- (ii) Several 1
- (iii) 1

Error	Correction
Forget	Forgotten

- (iv) that those were hard times 1
- (v) (C) ERROR- Feel CORRECTION- feels 1
- (vi) (A) Sahil asked Shekhar which his books were. 1
- (vii) (A) was registered 1
- (viii) would 1
- (ix) 1

Error	Correction
Disinfect	Disinfected

- (x) which books they were going to purchase that day from the book fest/
which books they were going to purchase from the book fest that day. 1
- (xi) (C) has been studying 1
- (xii) 1

Error	Correction
Carries	Carry

CREATIVE WRITING SKILLS

10 marks

4. Letter writing – Attempt ANY ONE from (a) and (b) given below: 5

❖ **Content – 2 marks (Any four value points from the headers)**

❖ **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, paragraph structure, formal tone and vocabulary)**
- ❖ **Accuracy – 1 mark (Spelling, Punctuation and Grammar)**
 - **½ mark to be deducted if there are three or more spelling errors.**

a. Value points :

2+1+1+1

(At least four points, two from each aspect)

- Poor reading habit
- Social Media
- Low attention span
- Too many distractions
- Busy time schedule of parents and children

Suggestions:

- Encourage peer reading
- Discussion on book review
- Gifting books on special occasions
- Organising reading challenges

(Any other relevant points)

OR

b. Value points :

2+1+1+1

(At least four points)

- Admission process
- Timing, Duration
- Fee structure
- Training facilities

- Information regarding coaches
(Any other relevant point)

5. Analytical Paragraph- Attempt ANY ONE from (a) and (b) given below: 5

❖ Content – 2 marks

- Full credit of 2 marks will be awarded if a minimum of four trends/points which are included in the question, are duly analyzed and synthesized.
- Partial credit of 1 mark will be awarded if only two value points are included.

❖ Organisation of Ideas – 2 marks

- Effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary
- Linking words and phrases/cohesive devices such as however, in addition to, therefore, in contrast to 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 : 2+2+1

- Student councils
- Activities in morning assembly
- Celebration of important days
- Organization of various competitions
- Sports and academic activities
- School Activities foster leadership qualities, responsibility, communication skills
- Also fosters discipline, daily motivation and team building

OR

b. Value Points: 2+2+1

- Creative expression
- Social media influence
- Celebrity endorsements
- Blend of traditional and modern style
- Customized fashion choices
- Rising e – commerce

SECTION - C
LITERATURE TEXT BOOK

40 MARKS

6. Read the following extracts and answers the questions for any one of the two (a) or (b): **5 marks**

a.

(i) (B) Due to Apartheid, many countries broke diplomatic relations with South Africa 1

(ii) They supported them to fight against racial discrimination or apartheid/ They joined the ceremony

(Any other relevant point) 1

(iii) **(Any two)**

- Refers to racial discrimination/apartheid that lasted too long
- Suffered oppressions
- They were denied of basic rights and freedom
- Makes an emphatic statement.
- To draw attention towards 'disaster' (apartheid)

(Any other relevant point) 2

(iv) (C) 1 and 2 1

OR

b. (i) (Any one)

- Richard had a strong desire to win not for the sake of fame, money or to undermine others.
- His competitiveness was genuine which shows his passion in science and desire to do best work.

1

(ii) (Any two)

- A first rate mind
- Strong curiosity
- Strong will to excel
- Determination

(Any other relevant point) 2

(iii) Persistent 1

(iv) (D) irrational 1

7. Read the following extracts and answer the questions for any one of the given two (a) or (b): **5 marks**

a. (i) (C) False and deceptive 1

(ii) Both are described humorously - the hyena appears to laugh or smile whereas the crocodile may appear crying. 1

(iii) (Any two)

- Small like a lizard
- Doesn't have ears or wings
- Changes colour and blends itself according to the background.
- (Any other relevant point) 2

(iv) Playful and humorous 1

OR

b. (i) She is continuously nagged by her mother/she wants to be free/ tired of nagging
(Any other relevant point) 1

(ii) (Any two)

- Desire or longing for freedom
- Freedom from rules and discipline
- No one to nag and correct her
- Wants to enjoy her childhood
- (Any other relevant point) 2

(iii) (A) Excited 1

(iv) She is making patterns with her feet on the soft dust. 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 and cohesion)**

(i) (At least one value point for each aspect) (1+1 for content) 2+1

- Fire – symbolizes desire
- Leading to greed, lust fury and these emotions if uncontrolled or unchecked may lead to destruction.

- Ice – symbolizes hatred
- It leads to indifference, coldness and rigidity causing detached feelings. If they are neglected may lead to destruction.

(Any other relevant point)

(ii) (At least two value points- one from each aspect) (1+1 for content) 2+1

- Last task – Essay on Quack ! Quack ! Quack ! said mistress chatterbox
- Wrote in verse form
- Made it a poem about duck family
- Showed the necessity of talking

(Any other relevant point)

(iii) (1+1 for content) 2+1

- During Portuguese days peculiar dress known as kabai, a single piece frock
- In author's childhood trousers, shorter than full lengths and longer than half pants and shirt

(iv) (Any two) 2+1

- Complete silence in the box
- Dried blood stains on the airholes and chinks around the lid
- When author opened, it, found Mijbil exhausted and blood splattered
- Torn the lining of the box into shreds

(Any other relevant point)

(v) (At least one point from each aspect) (1+1 for content) 2+1

- Restricted temptation to buy peppermints, toys, balloons.
- Saved whatever stray coins came her way
- Stifled her desire to go on merry go round at village fair.
- Sacrifices made by her show her determination to have a bus ride
- Planned and did everything she could do
- Shows her maturity to deal with the things

(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 points) 2+1

- Because Anil was a kind, gentle and trusting person

- Showed affection, made him comfortable (even though Hari Singh didn't know how to cook)
 - Never suspected, never rebuked (even when he stole/pilfered from him daily)
 - Did not burden him with too much work
 - Taught him how to read and write
- (Any other relevant point)

(ii) (Any two points)

2+1

- Dreamed of luxury and riches
 - Faced extreme poverty due to loss of necklace
 - For repaying heavy debt had to do all the household chores (cleaned utensils, washed clothes and floors, fetched water from the streets, shopped at cheap markets, bargained for every coin)
 - She became the woman of the street
 - Continuous hard work ruined her beauty
- (Any other relevant point)

(iii) (Any two points)

2+1

- Suffered neglect and rejection from parents and siblings
 - Encouragement of teacher made her confident/ enabled her to speak made her confident
 - Praised her small efforts
 - Gave her assurances- promised her no one will mock her again
 - The teacher gave her books and talked very soothingly/gently
- (Any other relevant point)

10. Answer ANY ONE of the following two questions in 100 – 120 words: 6 marks

- **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 synthesis of the two aspects/texts)**
- **Accuracy – 1 mark (Spelling, Punctuation and Grammar)**

(a) (Any three points– at least one point must be included from each lesson/aspect like their suffering, grief and loss) 3+2+1

A Letter to God (Lencho)

- Poor farmer, dependent on crops for survival
- Corn fields destroyed by hailstorm, ruined him and left his family on the verge of starvation

- Responds with unshakable faith in God
- Asks for 100 pesos to survive, when receives less money than requested, still believed God helped him
- Suspects the post office employees-shows his blind faith in God

Sermon at Benares (Kisa Gotami):

- Kisa Gotami's only son died
- Refuses to accept death
- Went to Buddha to seek cure
- But then realized that death is inevitable to all

Synthesis :

- Both suffered great loss
- Lencho's loss is material
- Kisa Gotami's loss is emotional
- But ultimately both try to come out of their loss / grief in their own way.
- Lencho overcomes his loss through strong faith and hope in God
- Kisa Gotami overcomes her loss by gaining wisdom and acceptance through understanding the reality of human life/ Lets go of her attachment.

(Any other relevant point)

OR

(b) ANY ONE points from each lesson and at least one contrast point : 3+2+1

The Black Aeroplane (Pilot)

- Pilot was confident but when saw black clouds panicked at first
- Then kept on flying
- Showed his determination
- Reveals his inner strength
- Mystery of black aeroplane provides him hope and guidance

The Tale of Custard the Dragon (Custard)

- Used to think of himself as a coward
- Real danger comes when the pirate attacked
- Fought bravely
- Saved and surprised everyone

- Perceived a true hero than a coward
- Unexpected courage and strength of custard was revealed, when everyone panicked

Contrast:

- Both faced unexpected danger
- But dealt courageously in their respective situations
- Both show their inner and true strength when faced danger
- Ultimately saved themselves from their predicaments

(Any other relevant point)

11. Answer any one of the following two questions in 100 – 200 words: (6x1=6)

- **Content – 3 marks (Any Three Points duly supported by relevant textual evidence)**
- **Expression – 2 marks (effective style, coherence and cohesion)**
- **Accuracy – 1 mark (Spelling, Punctuation and Grammar)**

(a) (Any three points)

3+2+1

- Feels pity for Tricki's condition
- Takes immediate action to help, when it falls ill
- Shows deep care for animals
- Understands actual cause of Tricki's illness is over feeding
- Uses simple and practical methods, avoids unnecessary medicine
- Controls diet, provides plenty of exercise
- Keeps under observation, watched every movement
- Wants to cure Tricki naturally
- Deals gently with Mrs. Pumphery, reassures her through letters
- His patience, observations and empathy ensure Tricki's full recovery.

(Any other relevant point)

OR

(b) (Any three points)

3+2+1

- Martians possess spaceships and advanced technology but terrified by books of Nursery Rhymes.
- Think Tank thinks of himself as a powerful being
- He shows arrogance but lacks intellectual ability
- True strength of the earthlings lie in their intellectual ability, creativity and imagination
- The author uses irony through the character of the Think Tank

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- The way Martian decipher the book of nursery rhymes
- Though the book was for amusement but seen dangerous and powerful by Martians
- Think human beings are very intelligent and powerful though they were actually unaware of the Martian invasion

(Any other relevant point)