

<p style="text-align: center;">Marking Scheme Strictly Confidential (For Internal and Restricted use only) Secondary School Examination, 2026 (Xth) SUBJECT NAME: English (Language & Lit.) (Q.P. CODE /Set No 2/4/3)</p>	
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 & Literature) (Subject Code-184)
(PAPER CODE: 2/4/3) (10-04-184K)

SECTION – A
READING SKILLS (20 marks)

1 UNSEEN PASSAGE 1 10 marks

- | | | |
|-------|---|---|
| i. | The regular, long-distance movement of birds between their breeding and wintering grounds / Migration of birds | 1 |
| ii. | (b) They move to warmer places for food. | 1 |
| iii. | - Flies over the towering Himalayas
- At heights where oxygen levels are dangerously low | 2 |
| iv. | (a) travelling to unknown destinations without getting lost is truly amazing | 1 |
| v. | False | 1 |
| vi. | (C) work in cooperation with other countries. | 1 |
| vii. | (any two)
<ul style="list-style-type: none"> • Pollination • seed control • seed dispersal • survival of ecosystems | 2 |
| viii. | (C) harmony between man and nature. | 1 |

2 UNSEEN PASSAGE 2 10 marks

- | | | |
|------|--|---|
| i. | (B) progress and development. | 1 |
| ii. | (A) Both the assertion and reason are true and the reason is the correct explanation of the assertion. | 1 |
| iii. | monitoring | 1 |
| iv. | Improve living standards / address pressing social issues / support initiatives – digital literacy, health care access, agricultural support. | 1 |
| v. | 10% | 1 |
| vi. | (Any One)
<ul style="list-style-type: none"> • Better infrastructure / investment • skilled professionals enable faster adoption of AI. • 60 % AI implementation concentrated in urban areas • Urban regions / metropolitans lead in technological development • Cities act as innovation and testing hubs • 30% AI implementation in industrial zones | 1 |
| vii | advancement in fields such as health care, finance, and transportation | 1 |
| viii | User engagement / accessibility / efficiency of communication with technology | 1 |
| ix | (Any Two)
<ul style="list-style-type: none"> • provides a comprehensive understanding of AI's implications | 2 |

- highlights potential challenges such as ethical dilemmas and unequal access
- helps in designing strategies to ensure inclusive and sustainable technological growth.

SECTION B (20 MARKS)
GRAMMAR AND CREATIVE WRITING SKILLS
GRAMMAR (10 MARKS)

3 Complete **ANY TEN** of twelve of the following tasks, as directed: (10X1=10)

- | | |
|--|---|
| i. (B) will have been living. | 1 |
| ii. has | 1 |
| iii. if / whether she liked the painting she had gifted her the day before / the previous day. | 1 |
| iv. Each | 1 |
| v. that he would make sure he did him proud. | 1 |
| vi. (C) than -- to | 1 |
| vii. (A) gave | 1 |
| viii. parent – parents | 1 |
| ix. if / whether he had packed all the items | 1 |
| x. (A) could | 1 |
| xi. are | 1 |
| xii. he believed they understood him better as they then knew all his fears. | 1 |

CREATIVE WRITING SKILLS (10 MARKS)

Note: All details presented in the question are imaginary and created for assessment purpose.

4. Letter Writing – Attempt ANY ONE from A and B given below **5 marks**

Content - 2

Format – 1

- No mark for format alone if content is irrelevant or missing
- Full credit of 1 mark if all aspects included.
- 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 [effective style, orderly sequence, paragraphed structure and formal tone and vocabulary]

Accuracy -1 (spelling, punctuation, grammar)

- Half a mark deducted if there are three or more spelling errors

4 (a) Value Points (Problems / Issues / Situation)

(At least four points- two from each aspect)

Current Situation

- not enough interaction between students of different states / culture
- logistical challenges in coordination between schools
- disruption of regular academic schedule
- language barriers causing communication difficulty

Suggestions:

- promote national integration and unity in diversity
- develop cultural understanding and respect for different traditions
- exposure to different languages, food, lifestyles and customs
- break stereotypes and misconceptions among students
- instil Independence and self-confidence
- learning through real-life experiences
- develop leadership qualities

(Any other relevant point)

OR

4 (b) Value Points (Problems / Issues / Situation)

(At least four points- two from each aspect)

Current Situation

- important to expose students to practical life-skills
- break from monotonous pen-paper routine
- essential for students to demonstrate responsible behavior
- important to develop their inter-personal skills

Suggestions:

- food stalls, performances, management handled by students
- students demonstrating confidence, teamwork and discipline
- builds confidence and self-esteem
- enhances organizational and leadership skills
- develops sense of responsibility and accountability
- prepares students for real-world challenges
- improves communication and social skills

(Any other relevant point)

5. Analytical Paragraph – Attempt ANY ONE from A and B given below (5 marks)

Content – 2

- Full credit of two marks will be awarded if a minimum of four trends duly analysed and synthesized, given in the question are included.
- Partial credit of one mark will be awarded if only two value points are included.

Organisation of ideas – 2

- effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary
- Linking words and phrases / cohesive devices such as however, in addition to, in contrast to, therefore, etc. should be used.

Accuracy -1 (spelling, punctuation, grammar)

- Half a mark deducted if there are three or more spelling errors

5 (a) Value Points

- A multi-level jungle-themed play area with climbing walls, rope tunnels, and slides.
- A ball pit and trampoline section for younger kids.
- A gaming zone with arcade machines and interactive screens.
- Safety padding on all surfaces and trained staff for monitoring activities.
- A dedicated toddler zone with soft toys, mini slides, and sensory play stations.
- A small cafeteria for parents with a clear view of the play area.

(Any other relevant point)

OR

5 (b) Value Points

- Brightly coloured classrooms with themed decorations.
- An outdoor grassy play area with slides, swings, and sand pits.
- A sensory activity zone with toys for touch, sound, and visual stimulation.
- Dedicated nap rooms with cozy beds and calming lights.
- A library with picture books, story-telling corners, and interactive learning tools.
- CCTV monitoring for safety and a nurse available for emergencies.

(Any other relevant point)

SECTION – C : LITERATURE (40 marks)

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

6 (a)

- i. (A) awed 1
- ii. (Any Two points) 2
- Readers experience Valli's fascination and excitement
 - Creates a vivid picture of her surroundings
 - Immerses us in her perspective and experience.
- iii. fascination 1
- iv. (Any one point) 1
- Devoured everything with her eyes
 - Stood up on the seat
 - Peered over the blind

OR

6 (b)

- i. (Any one point) 1
- her beauty, dress, ornaments gained admiration and attention of all men.

- prettiest of all
 - danced with enthusiasm / intoxicated with pleasure
 - elevated her social status at the ball
- ii. Introduced. 2
- iii. (A) overwhelmed 1
- iv. **(Any one point)** 1
- fulfilling her desire to feel admired and envied
 - becomes the centre of attention
 - satisfying her longing for social validation.

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

7 (a)

- i. **(Any Two points)** 2
- Introspective and hopeful
 - Connected with surroundings through sensory experiences, like the smell of leaves and lichen
 - Immersed in peaceful contemplation
 - Calm, reflective, observant
 - Shows heightened awareness of the trees movement
- ii. Liberation from patriarchy, regressiveness / desire for independence / self-discovery and exploration / conflict between man and nature. 1
- iii. The departure of the forest from the house. 1
- iv. (D) 2 and 5. 1

OR

7 (b)

- i. **(Any Two points)** 2
- Transfixed by the experience
 - Dejected at losing the ball
 - Gradual emotional transformation
 - Movement from innocence to awareness
- ii. (B) Learns the money cannot restore what is lost. 1
- iii. Understand the nature of loss / losses are inevitable and universal / suffering is human fate / reconciliation to one's fate. 1
- iv. (C) 1 and 3 1

Q8) Answer ANY FOUR of the following five questions in about 40-50 words. (4x3=12)

Content-2 marks (at least 2 value points)

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

- i) **(Any Two Points)** 2+1
- Arab traders settled in the region and married local women
 - Their dress resembles traditional Arab attire – esp. long, black coats called 'Kuppia'

- Culture and customs reflect foreign influence

(Any other relevant point)

ii) (Any Two Points)

2+1

- she listened to conversation discretely of her neighbours / who used the bus
- collected details about timings, fare and distance
- saved money / 60 paise secretly for the both ways fares
- did not buy peppermints, toys and go on the merry go-round.
- planned the trip when her mother would be asleep.
- decided not to get off the bus at the town

(Any other relevant point)

iii) (Any Two points)

2+1

- Both families claimed ownership of Oxen Meadows
- Lomov argued – land belonged to his family / had document to prove it
- Chubukov insisted- meadows belonged to them / using land for generations
- Dispute arises due to misunderstanding / pride and stubbornness
- Highlights the pettiness / ego and foolishness of the characters

(Any other relevant point)

iv) (Any Two points- one from each aspect)

2+1

Reality

- Amanda – under constant instructions and restrictions / controlled and irritated / misunderstood and lonely
 - Eg – “Don’t bite your nails, Amanda” etc.

(Any other relevant point)

Daydream

- Imagines freedom and independence / a sole mermaid in the sea / an orphan – wandering peacefully / Rapunzel – living alone and free from restrictions
- Imagination acts as escape from her pressured life

(Any other relevant point)

v) (Any Two points)

2+1

Mandela wants -

- freedom from racial oppression and apartheid
- equality for all — Black and White alike
- right to dignity, justice, and human rights
- end of all kinds of discrimination
- freedom not only from bondage but from fear, poverty, and deprivation
- opportunity to live with self-respect
- harmony and peaceful coexistence among communities
- liberation of both the oppressed and the oppressor

(Any other relevant point)

Q9) Answer ANY TWO of the following three questions in about 40-50 words. (2x3=6)

Content-2 marks (at least 2 value points)

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

i) (Any Two points) 2+1

- Agrees respectfully with Think Tank's statements.
- Uses flattery to protect Think Tank's ego.
- Suggests corrections indirectly and diplomatically like "might I suggest..."
- Avoids open disagreement to safeguard his position.
- Shows intelligence, tact, and political wisdom.

(Any other relevant point)

ii) (Any Two points) 2+1

- Afraid due to stammer and past humiliation.
- Feared being mocked at school.
- At home she was neglected and treated as inferior.
- She was bathed/ hair was oiled/ was given a clean dress to wear.

(Any other relevant point)

iii) (Any Two points) 2+1

- Tricki was extremely overweight/ like a bloated sausage.
- Overfed rich food by Mrs. Pumphrey.
- No exercise; became lethargic and listless/ rheumy eyes
- Vomiting and lack of appetite signalled illness/ tongue lolled from his jaws
- Risk of serious health complications.

(Any other relevant point)

Q10) Answer ANY ONE of the following two questions in about 100-120 words. (6 marks)

Content-3 marks (at least 3 value points duly supported by relevant textual evidence)

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

Accuracy-1 mark (spelling, punctuation, grammar)

a) (3 value points- At Least one from each aspect) 3+2+1

A Letter to God

- Lencho receives money after praying to God.
- The help actually comes from the postmaster and his employees, not directly from God.
- Lencho remains unaware of the true source of help.

The Black Aeroplane

- The pilot is lost in a storm with no fuel left.
- A mysterious black aeroplane appears and guides him safely to the runway.
- The pilot later discovers that no such plane appeared on the radar.

Synthesis of Ideas

- Both stories highlight that help arrives at the moment of extreme crisis/help appears almost miraculous.

- The helpers remain hidden or unidentified.
- The protagonists are saved through unexpected intervention.
- The identity of the rescuer remains unknown and mysterious

(Any other relevant point)

OR

b) (3 value points- At Least one from each aspect)

3+2+1

Similarities

- Both the tiger and the dragon are powerful wild creatures / symbolize strength and danger.
- Both are confined or controlled by humans.
- Both evoke fear — the tiger through silence and rage, the dragon through appearance.

Differences

- The tiger is caged and helpless vs Custard the dragon lives safely with Belinda.
- The tiger is quiet, angry, and full of suppressed energy vs Custard appears timid and cowardly at first.
- The tiger's strength is wasted in captivity vs Custard proves his bravery by killing the pirate.
- The tiger represents the tragedy of captivity vs the dragon highlights the theme that true courage is shown in action.

Synthesis of Ideas

- The tiger evokes sympathy and reflects loss of freedom.
- The dragon shows that appearances can be deceptive and bravery may be hidden

Q11) Answer ANY ONE of the following two questions in about 100-120 words. (6 marks)

Content-3 marks (at least 3 value points duly supported by relevant textual evidence)

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

Accuracy-1 mark (spelling, punctuation, grammar)

a) (3 value points- At Least one from each aspect)

3+2+1

Elements of Humour

- The exaggerated description of Tricki's obesity creates comic effect.
- Mrs. Pumphrey's overindulgence and dramatic behaviour add situational humour.
- Use of playful names like "Horlicks", "Malt", "cod-liver oil" for a dog is amusing.
- Contrast between Mrs. Pumphrey's panic and the simple solution (diet and exercise).
- Irony: The "serious illness" is only overfeeding.
- Mr. Herriot's practical approach versus Mrs. Pumphrey's emotional reactions.

(Any other relevant point)

Elements of Endearment

- Mrs. Pumphrey's deep love and affection for Tricki.
- Her constant concern and anxiety for his well-being.
- Tricki's transformation from lazy and sick to active and healthy.

- The bond between pet and owner.
- Mr. Herriot's gentle handling and genuine care for the dog.
- The story blends gentle satire with warmth.
- Humour makes the narrative light and engaging.
- Endearment creates emotional connection with characters.

(Any other relevant point)

OR

b) (3 value points)

3+2+1

- The Martians misinterpret ordinary nursery rhymes as coded messages.
- "Mistress Mary" and "Humpty Dumpty" are taken as military threats.
- Simple Earth words are seen as secret weapons.
- Lack of proper understanding creates unnecessary fear.
- Martians fail to understand human humour and poetry.
- They judge Earth based on incomplete and childish material.
- Differences in customs, thinking, and expression lead to confusion.
- Martians have no real knowledge of human society.
- They rely on limited information from a single book.
- Overconfidence and ignorance make them draw wrong conclusions.
- Mars plans to attack Earth due to misunderstanding.
- Panic and suspicion arise from false assumptions.

(Any other relevant point)