

<p style="text-align: center;">Marking Scheme Strictly Confidential (For Internal and Restricted use only) Secondary School Examination, 2026 (Xth) SUBJECT NAME: ENGLISH (Language & Literature) (Q.P. CODE /Set No 2/5/1)</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 and Literature) (Subject Code-184)
(PAPER CODE: 2/5/1) (10-05-184K)
EXPECTED OUTCOMES/VALUE POINTS

SECTION – A
READING SKILLS (20 MARKS)

1. Reading Passage I

- | | | |
|--------|---|---|
| (i) | (any one) | 1 |
| | <ul style="list-style-type: none"> • Forests • maintain ecological balance • help keep the air clean • absorb carbon dioxide and release oxygen • regulate earth's temperature | |
| (ii) | (A) balancing climate change and creating livelihoods for people | 1 |
| (iii) | (any two) | 2 |
| | <ul style="list-style-type: none"> • home to a wide variety of flora and fauna • home to endemic and endangered species • provide critical ecosystem services • help in water conservation • increase soil fertility • do carbon sequestration (or separation) • regulates earth's temperature • combats climate change | |
| (iv) | (C) forest cover is rapidly declining | 1 |
| (v) | (B) The introduction of initiatives like Van Mahotsav serve as compensatory afforestation | 1 |
| (vi) | True | 1 |
| (vii) | (any one) | 1 |
| | <ul style="list-style-type: none"> • planting monoculture disrupts ecosystem • overlook rights or displacement of indigenous people | |
| (viii) | (any two) | 2 |
| | <ul style="list-style-type: none"> • empower local communities to act as custodians of the forest • ensure the livelihood of local communities • ensure health of the forest • raising awareness about the importance of forest can inspire collective action | |

2. Reading Passage II

- | | | |
|-----|--|---|
| (i) | (any two) | 2 |
| | <ul style="list-style-type: none"> • electric vehicles offer lower running costs due to cheaper electricity • reduced maintenance needs due to fewer moving parts • contribute to reduced noise pollution | |

- contribute to reduced air pollution
- (ii) (A) Both the assertion and the reason are true and the reason is the correct explanation of the assertion. 1
- (iii) **(any one)** 1
- governmental support through subsidies and tax benefits
 - lack of public charging stations
- (iv) it reduces noise pollution 1
- (v) **(any one)** 1
- EV market is growing or increasing
 - growing consumer acceptance
 - EV market is gaining traction
 - people have realised its benefits
 - supportive state policies
 - people have become environment conscious or concerns over air pollution
- (vi) **(any one)** 1
- fear of running out of charge while driving
 - lack of availability of charging stations in semi-urban and rural areas
- (vii) two-wheelers 1
- (viii) **(any one)** 1
- private companies investing in developing robust charging networks
 - exploring battery swapping technology
- (ix) **(any one)** 1
- the limited charging infrastructure, esp. in semi-urban and rural areas
 - higher initial cost
 - lack of supportive state policies
 - lack of awareness among consumers

SECTION - B

GRAMMAR AND WRITING SKILLS (20 MARKS)

3. Grammar (attempt any ten) 10
- (i) (B) will have been working
- (ii) **Error** – Being
Correction – Having
- (iii) that he had done and he had also handed over the keys to the night supervisor.
- (iv) (B) All
- (v) Isha said/told that her mentor would always guide her even after that programme ended.
- (vi) **(any one)**
- Error** – was ; **Correction** – were
- Error**- was less; **Correction**-were fewer
- (vii) (B) had collected

- (viii) (D) must
- (ix) The customer asked if / whether they / he / she had double-checked the address before dispatching the washing machine.
- (x) (C) would have avoided
- (xi) (C) has
- (xii) The speaker said to/told the ministers that he felt reassured after hearing their opinions.

4. Letter Writing - Attempt ANY ONE from A and B given below.

❖ **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, formal tone and relevant vocabulary)**

❖ **Accuracy – 1 (spelling, punctuation and grammar)**

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

4A. (at least four points, two from each aspect)

Problems - (any two)

5

- Overflowing garbage dumps
- Garbage dumps are eyesores
- Creates environmental and health risk
- Produce foul odour
- Attract stray animals and scavengers
- Problem in collection system
- Insufficient collection vehicle
- Irregular cleaning of dumps

(any other relevant point)

Solutions (any two)

- Systematic collection of waste
- More garbage collection vehicles
- Regular cleaning of dumps

(any other relevant point)

OR

4 B. Current Situation (any two)

5

- Multi-storeyed complexes have limited open space for sporting activities
- Children are forced to stay indoors
- Increase screen addiction

- Lack of concentration
- Unhealthy eating habits and lifestyle

(any other relevant point)

Benefits

- Community centre create safe space
- Provide indoor sporting facilities
- Decrease screen addiction
- Increase concentration
- Improve life style

(any other relevant point)

5. Analytical Paragraph - Attempt ANY ONE from A and B given below.

5

❖ Content - 2

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

❖ Organisation - 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 and grammar)

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

5A.

5

- largest time allocation – social media (35%) - indicates a strong preference for online social interaction
- second largest time allocation – watching videos/streaming (30%) - highlights content consumption as a major screen activity
- gaming (20%) - suggests that many teenagers use screen time for recreation and online gaming
- online learning (10%) - educational screen use is relatively limited
- others (browsing, reading news, etc) 5% - minimal time spent on general knowledge or miscellaneous activities
- total entertainment use (social media + streaming + gaming) = 85% - overwhelming dominance of entertainment
- educational and productive purpose gets only a small share (online learning + others) = 15%
- low screen time devoted to informative or productive tasks - raises concerns about digital habits
- need for balanced screen time habits
- increase awareness of digital literacy in academic domain and screen time regulation

OR

- 5B. 5
- digital library: e-books / tablets / computers for tech-savvy readers
 - child-friendly zone: dedicated space for children/ storytelling / puppet shows / encourages early literacy
 - quiet study area: sound proof spaces / individual desks / place for competitive exam preparers
 - nature-integrated design: outdoor reading spaces / peaceful and refreshing reading environments / study in nature / fresh air
 - book sharing: community involvement / book sharing stands / encourage book donations / free borrowing of books / promoting shared learning
 - inclusivity and accessibility: books for all age groups / diverse reading zones / sitting zones / accessibility features, ramps, etc.

SECTION - C
LITERATURE TEXTBOOK (40 MARKS)

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

- 6A. (i) (C) surprised and disappointed 1
- (ii) Hotel's atmosphere: 1+1
- The French hotel was gloomy/ musty/ small
- Impact on Fowler's mood:
- Fowler felt let down / disappointed/disillusioned/upset (**any other relevant word**)
- (iii) observant 1
- (iv) (**any one**) 1
- fat / lethargic
 - unimpressive in appearance
 - could not speak French and German properly / had not lost the American accent
 - lived in a small and gloomy hotel
 - did not look like a stereotypical spy
- (any other relevant point)**

OR

- 6B. (i) (B) representative and free society 1
- (ii) (**any two**) 2
- willing to live and even die for equality and justice
 - dedication to end oppression
 - establish a fair society
 - live in harmony
 - give equal opportunities
 - democratic and free society

- (iii) fight 1
(iv) (C) passion 1

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

7A. (i) (any one) 1

- merrily shows bouncing of the ball
- playful childhood
- happiness of childhood

(any other relevant point)

(ii) Mood before the ball falls into the water - happy / playful **(any other relevant word)**
Mood after the ball falls into the water – sad / gloomy **(any other relevant word)** 1+1

(iii) childhood 1

(iv) (A) words of consolation are inappropriate 1

OR

7B. (i) roots try to disengage themselves from the cracks / try to break free 1

(ii) (any two) 2

- roots work to disengage or uproot themselves from the cracks
- leaves move toward the glass
- small twigs or branches force themselves out of the glass
- long branches shuffle or move under the roof

(iii) patients / newly discharged patients 1

(iv) (A) disorientation and fragility 1

8. Answer any *four* of the following five questions in 40 – 50 words each. 4× 3=12

❖ **Content – 2 (at least two value points with relevant textual evidence)**

❖ **Expression – 1 (effective style, coherence and cohesion)**

(i) (any two) 2+1

- Poet uses humour to caution the readers about wild animals
 - Each description highlights nature's unpredictability/ surprise element for the one travelling in a jungle
 - Encourages observation and respect for the wild animals
 - Nature is majestic but must be approached carefully
 - Each animal is different from the other
- (any other relevant point)**

(ii) (any two) 2+1

- Short, crisp lines reflect sudden emotional change
- Small act (crow shaking snow) shifts poet's mood
- Brevity/ small structure of the poem mirrors how tiny moments can uplift mood

- Emphasises optimism through minimal expression
- Poet changes from being regretful to being optimistic/hopeful
(any other relevant point)

(iii) (at least one point for each aspect of the question)

2+1

Reaction of narrator in contrast with passengers:

- Narrator shows calmness/ patience while others react with fear/ curiosity/ discomfort/panic
(any other relevant point)

Human understanding of the unfamiliar:

- Reveals lack of empathy for the wildlife
- Healthy curiosity for animals / people came and asked about the otter
- Unawareness about otters / people called it with different names like, seal, hippo, etc.
- Ignorance creates fear
(any other relevant point)

(iv) (at least one point for each aspect of the question)

2+1

Valli's boldness vs emotional response:

- Valli is confident/excited throughout the journey but becomes silent after encountering/witnessing cow's death
- Conducts herself as a mature person but could not bear the death of the cow
(any other relevant point)

Maturity of Valli:

- She grew emotionally
- Understood the reality of life i.e. inevitability of death
- Became mature after realising the concept of death
- Exposes how she is still a child / brings out the layered picture of her maturity / cow's death broke the pretence of her maturity
(any other relevant point)

(v) (any two)

2+1

Overjoyed/ embraces and kisses Lomov/ sheds a tear of joy/ blesses the union/ ecstatic/ elated/ glad / agrees to the marriage
(any other relevant point)

9. Answer any *two* of the following three questions in 40 – 50 words each.

2× 3=6

- ❖ Content – 2 (at least two value points with relevant textual evidence)
- ❖ Expression – 1 (effective style, coherence and cohesion)

(i) (any two)

2+1

- Griffin misuses his invisibility for crime and revenge
- Lacks ethics and empathy despite scientific brilliance

- Genius without responsibility becomes self-destructive
 - His pride as a scientist makes him arrogant and lawless
 - Robs / attacks people to steal money
- (any other relevant point)**

(ii) (at least one point for each aspect of the question)

2+1

Honest man:

- Steals only from rich people
 - Steals once a year to buy rare books
 - He believes he harms no one
 - Other than stealing once a year, he lives a respectable life otherwise as a locksmith
- (any other relevant point)**

How his self-perception affects his decision:

- Shows how self-justification can cloud judgement and lead to downfall
 - Only because of his habit of stealing he went to Shotover Grange and got caught by the police
- (any other relevant point)**

(iii) (at least one point for each aspect of the question)

2+1

Consequences of excessive pampering:

- Pampering makes Tricki extremely sick
 - Sometimes love/care/over indulgence becomes toxic /harmful
 - Importance of saying “No” – Mrs Pumphrey never said no to Tricki’s food demands
 - Love without firmness turns into blind pampering
- (any other relevant point)**

Human attachment:

- Reflects excessive emotional attachment
 - Humans over indulge with their loved ones sometimes
 - Discipline in care is essential
 - Human attachment when uncontrolled, becomes harmful
- (any other relevant point)**

10. Answer any one of the following two questions in 100-120 words.

6

- ❖ **Content – 3 (any three points duly supported by relevant textual evidence)**
- ❖ **Expression – 2 (effective style, coherence and cohesion)**
- ❖ **Accuracy - 1 (spelling, punctuation, grammar)**

A. (any three)

3+2+1

- Lencho approached God in crisis whereas Kisa Gotami tried to find solution on her own

- Lencho did not trust humans whereas Kisa Gotami put her faith in Buddha and the other people in her village
 - Lencho believed in divine miracle whereas Kisa Gotami believed in putting in real efforts
 - Lencho wrote a letter to God whereas Kisa Gotami carried her dead son around finding a cure
 - Lencho's faith got stronger after he received money from God whereas Kisa Gotami realises the truth/wisdom about life and death
- (any other relevant point)**

OR

B. (Total three points - At least one point from each aspect of the question) 3+2+1

Amanda:

- Retreats into fantasies (mermaid, orphan, Rapunzel) to find the peace denied to her in reality
 - Desires to run away from constant nagging
 - Views silence as "golden" and freedom as "sweet," preferring total isolation
- (any other relevant point)**

Custard the Dragon:

- Yearns for a "nice safe cage" to escape the burden of being a "brave" dragon
 - Seeks refuge from the verbal bullying and teasing of his household peers
 - Craves acceptance for his true, "cowardly" nature rather than being forced into a persona of fierce glory
- (any other relevant point)**

11. Answer any one of the following two questions in 100-120 words. 6

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

Expression – 2 (effective style, coherence and cohesion)

Accuracy - 1 (spelling, punctuation, grammar)

A. (any three) 3+2+1

- Loisel's obsession with appearances causes her downfall
 - Borrows necklace to fit in, loses it, repays for years
 - Necklace was fake but suffering was real
 - Exposes how pride and superficiality lead to misery
 - True worth lies in contentment and honesty
 - Moves from a comfortable to a life of necessity
- (any other relevant point)**

OR

B. (Total three points - at least one point from each aspect of the question) 3+2+1

Use of humour and irony:

- Powerful race gets defeated by innocent nursery rhymes

- Martians misread children's rhymes as Earth's military code
 - They thought earthlings had learnt how to mix mining and agriculture/ had planned and attack of cows on a Mars/ were aware of Think-Tank's presence and the rhyme Humpty Dumpty showed the assassination of Think-Tank
 - Martians illogical assumptions lead to wrong conclusions – books are sandwiches, telephones, hat, etc.
- (any other relevant point)**

Message conveyed:

- Comments on blind dependence on technology and cultural ignorance
 - Suggests knowledge must be understood, not assumed
 - Overconfidence can cloud judgement
 - Over-reliance on technology is not good
 - Knowledge and humility are more important than assumptions and pride respectively
- (any other relevant point)**