2/C/2

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2023
SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (SET NO 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. It's 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 News Paper/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 the given answer and even if reply is not from the 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, 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 the most common mistake which evaluators commit.**
7	If a question has parts, marks are to be awarded on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled and written in the left-hand margin and circled. **This must be followed strictly.**
8	If a question does not have any parts, marks must be awarded in the left-hand margin and circled. **This must 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 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).
13	**Ensure that you do not make the following common types of errors committed by Examiners in the past:-** ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totalling 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 totalling on the title page. ● Wrong totalling 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 an 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 un assessed 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.

Set No.2

M.S. Code **WYXZ2/C**

MARKING SCHEME
ENGLISH (Language and Literature)

SECTION A

(Reading) **(20 marks)**

Note:

(i) The Reading Section focuses on testing a candidate's ability to comprehend.

ii) 1 Mark to be awarded for each correct answer

iii) No penalty for spelling, punctuation or grammatical errors/mistakes

1. Guidance **(1×10=10)**

- 1 mark for correct answer
- No partial credit

1. Value Points:

(i) (a) Our thoughts and worries hide the true essence of our happiness.

(ii) (c)The choppy sea hides the treasure of happiness.

(iii) (c) conviction

(iv) mind in a constant race

(v) restlessness / worries /any other word with the same meaning **(any one)**

(vi) not something far away & unattainable/ does not depend on circumstances, objects or events/ hidden within us / any other reason from the text **(any two)**

(vii) both are always there, only hidden by our thoughts/desires/worries

(viii) (b) calm

(ix) rewards are usually associated with goals and emotions are felt inwardly / happiness doesn't need external triggers and is found within (any one)

(x) (c) achievement of certain goals

2. Guidance **(1×10=10)**

- **1 mark for correct answer**
- **No partial credit**

Value Points:

(i) less human interference / bare minimum human interferance

(ii) (a) I and II

(iii) wildlife/animals/fauna **(any one)**

(iv) (b) proper environment to man

(v) (b) III & IV

Options are incorrectly placed. B is the closest.

Printing error

(**Free mark to be awarded to each candidate who has attempted the question)**

For the Visually Impaired Candidates only in lieu of Q. No. 2 (v) :

black buck/ chinkara/ wolf /swamp deer/nilgai/ Indian gazelle antelope/tiger/rhinoceros/ gir lion / crocodile / flamingo / pelican/ bustard/ white crane/ grey heron /mountain quail **(any two)**

(vi) (a) conservation

(vii) (b) disappearance

(viii) The Wildlife Protection Act, 1972, has several provisions for the conservation of wildlife /165 game sanctuaries and 21 national parks have been deployed / protecting the natural habitat and wild animals/ Wildlife Conservation Week is celebrated from 1st to 7th October every year

(any two)

(ix) to protect the natural habitat and wild animals / to keep ecological balance **(any one)**

(x) (d) Conservation of wildlife

SECTION B **20 Marks**

(Grammar and Creative Writing Skills)

3.

- Award 1 mark for any 10 questions attempted **(1×10=10)**
- No partial credit

(i) (a) broke down

(ii) Manu had made some offensive allegations

(iii) (c) could

(iv) (a)

Error	Correction
of	in

No mark to be deducted if the format is not given

(v) (b) being closed

(vi) has been raining

(vii) replied in negative and added that he was not eighteen yet / refused and said that he was not eighteen till then

(viii)

Error	Correction
read	reader

No mark to be deducted if the format is not given

(ix) Tanu enquired/asked who could have broken the piano

(x) (d) can

(xi) (c) that she wanted to send to her uncle.

(xii)

Error	Correction
either	neither

No mark to be deducted if the format is not given

4. Creative Writing Skill

LETTER **5**

Format – 1 Content -2 Organisation of ideas -1 Accuracy 1

Format

Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted -*Yours truly*–editor & *Yours sincerely*- formal /business)

FORMAT – 1 mark

NOTE - full credit if all aspects included. Partial credit (½ mark) if one / two aspects are missing. No credit if more than two aspects are missing.

If there is no content in a letter, no marks are to be awarded for format.

NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are to be awarded at **a level lower**.

CONTENT – 2 marks

Value Points

The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.

2 marks

- ✓ Two or more points corresponding to the question are included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ Almost all points corresponding to the question are incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some of the points corresponding to the question are incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

½ mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

ORGANISATION OF IDEAS
1 mark

1 mark-- **Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

½ mark – Limited display of listed parameters. • Inconsistent style, expression sometimes awkward, layout barely accurate. • Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. • Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.
ACCURACY -1 mark
1 mark • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication. **½ mark** • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. **No credit** • Frequent errors in spelling, punctuation and grammar, impeding communication.

5 ANALYTICAL PARAGRAPH WRITING 5

ANALYTICAL PARAGRAPH WRITING
Content -2 Organisation of ideas -2 Accuracy 1
NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.
CONTENT – 2 marks
2 marks ✓ All points corresponding to the question are included(comparison/reason) ✓ Well-developed with sustained clarity **1½ marks** ✓ Almost all points corresponding to the question are incorporated ✓ Reasonably well-developed **1 mark** ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response **½ mark** ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development
ORGANISATION OF IDEAS -2 marks
2 marks • Highly effective style capable of conveying the ideas convincingly • Carefully structured content with an organised single paragraph, presented cohesively. • Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

1 mark • Inconsistent style, expression sometimes awkward. • Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion. • Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.
½ mark • Expression unclear. • Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas. • Very limited vocabulary or copying from the question.
ACCURACY-1 mark
1 mark ✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. **½ mark** ✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. **No credit** ✓ Frequent errors in spelling, punctuation and grammar, impeding communication.
1 ½ marks • Frequent clarity of expression most of the times. • Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas. • Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.

Section C (40 Marks)

(Literature)

6. Guidance **(1×5=5)**

- **One mark for each correct answer**
- **No partial credit**

(A) Value Points:

(i) (d) she feared going by herself

(ii) amusement/ playfulness / curiosity / any other synonym **(any one)**

(iii) (d) Rashid was fascinated by the sights of the city as he went on a tour.

(iv) (a) self-confidence

(v) afraid

OR

(B) Value Points:

(i) (c) to pay a lot of money

(ii) common /overshot /cheap (any one)

(iii) he does not mean what he says / he contradicts what Natalya says (any one)

(iv) False

(v) (b) only III

7. Guidance: **(1×5=5)**

- **One mark for each correct answer**
- **No partial credit**

(A) Value Points:

(i) dragon

(ii) (b) only III

(iii) the dragon ate the pirate / the pirate was killed/ they were happy to be safe/ a great danger had been averted (any one)

(iv) gyrate

(v) (c) no one felt sad

OR

(B) Value Points:

(i) perish

(ii) repetition of consonant sounds in the beginning of adjacent words

(iii) True

(iv) (b) support

(v) suffice

8. Marks to be awarded for any four correct answers (3×4=12)

Guidance:

Content (2):

- **Award 2 marks for complete answer**
- **Award 1 mark for partial answer**

Expression (1):

- **1 mark if answer organised effectively**
- **Deduct ½ mark if there are more than 3 grammatical / spelling mistakes**
- **No marks to be deducted for exceeding the word limit**

(a) **Value Points:**

- it was his first flight
- Seagull did not have the courage to fly/ he lacked confidence
- he tried to flap his wings but was afraid
- the vast sea beneath him frightened him
- he doubted his ability

(any other relevant points)

(b) **Value Points:**

- Paper listens to her more patiently and silently
- it does not react like other people /non –judgemental
- she can confide all her secrets in Paper

- does not talk her from speaking

(any other relevant points)

(c) **Value Points:**

- By awarding the Coorg Regiment of the army with most number of gallantry awards
- The Coorgies are only Indian citizens allowed to carry firearms without license
- The first chief of Indian Army ,General Cariappa ,was from Coorg

(any other relevant points)

(d) **Value Points:**

- wanted to keep an otter in place of a dog
- Camusfearna was marshy and surrounded by water
- was a suitable place for an otter

(any other relevant points)

(e) **Value Points:**

- the need to value and preserve cherished possessions
- to recover from loss and move on
- teaches the lesson of being self-reliant and dealing with loss

(any other relevant points)

9. Marks to be awarded for any two correct answers (3 ×2=6)

Guidance:

Content (2) :

- **Award 2 marks for complete answer**
- **Award 1 mark for partial answer**

Expression (1) :

- **1 mark if answer organised effectively**

- **Deduct ½ mark if there are more than 3 grammatical / spelling mistakes**
- **No marks to be deducted for exceeding the word limit**

(a) **Value Points:**

- they did not want the unlimited supply of eggs to stop
- they got used to the liberal flow of wine and brandy
- having Tricky made their days happy and content

(any other relevant point)

(b) **Value Points:**

- could only think of that particular option to get rid of Max
- wanted to save himself from Max who threatened him with a pistol
- did not want the critical information about missiles to be leaked
- he was a brilliant spy so he wanted to trick Max

(any other relevant point)

(c) **Value Points:**

- heard a sniff
- hat leapt up and dashed on Mrs. Hall's face
- bedroom chair came alive and pushed them both out of the room

(any other relevant point)

10. Marks to be awarded for any one correct answer 6

Content 3 Expression 2 Accuracy 1

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

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- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

Descriptors for Content (with reference to value points) – 3 marks

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

Descriptors for Expression (Coherence and Cohesion) – 2 marks

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

Descriptors for accuracy – 1 mark

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

(a) Value Points:

- Kisa Gotami suffers because of her selfish desires and craving for her son
- Gautam Buddha relieved her of her pain by his kindness
- helped her achieve peace of mind through his words, love and guidance
- kindness and sympathy help develop immediate connection and give validation to emotions

(any other relevant point)

OR

(b) Value Points:

- physical beauty is an attribute that cannot stand the test of time and age
- Bonds based on physical beauty may fade away quickly
- inner beauty is long lasting
- it is the character which is appreciated even after a person is long gone
- God does not discriminate, and loves everyone unconditionally

(any other relevant point)

11. **Answer any *one* of the following in about 100-120 words.** ***6***

Content 3 **Expression 2** **Accuracy 1**

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

Descriptors for Content (with reference to value points) – 3 marks

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

Descriptors for Expression (Coherence and Cohesion) – 2 marks

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning

- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

Descriptors for accuracy – 1 mark

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

(a) Value Points:

Social attitudes

- Bholi was a neglected child
- parents treated her with indifference
- she was mocked at for stammering

For helping such children

teachers/parents/society can perform a pivotal role by

- being mindful and thoughtful of their attitude towards children
- dealing with them affectionately and warmly
- reassuring and encouraging them to be good humans
- building their confidence and making them self-reliant

(any other relevant point)

OR

(b) Value Points:

- Matilda never appreciated what she already had
- chased things that lay out of her reach
- dreamt about and obsessed over luxuries
- unhappy in her current situation

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- impractical/ unrealistic/brooding
- materialistic in her approach
- borrowed an expensive necklace and lost it
- never valued the efforts of her husband

(any other relevant point)