Marking Scheme

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Secondary School Supplementary Examination, 2024

SUBJECT NAME: ENGLISH LANGUAGE AND LITERATURE
SUBJECT CODE: 184 **Q.P. CODE-2/S/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 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 with anyone, publishing in any magazine and printing in News Paper/Website/ Social Media etc. shall 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. Students can express given value points in different ways for which due marks should be awarded
4	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 discussed and deliberated upon with the evaluator. 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.
5	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 mistakewhich evaluators may commit.**
6	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 totalled up and written in the left-hand margin and encircled. This should be followed strictly.
7	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This should also be followed strictly.

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8	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 **"ExtraQuestion"**.
9	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
10	A full scale of marks 80 (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.
11	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).
12	It should be ensured that the examiners do not commit the following type of errors which have occurred in the past. ● Giving more marks for an answer than assigned to it. ● Wrong totalling of marks awarded to 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. ● Leaving answer or part thereof unassessed in an answerbook ● 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. 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.
13	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.
14	Any unassessed portion, non-carrying over of marks to the title page, or totalling 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 reiterated that the instructions be followed meticulously and judiciously.
15	The Examiners should acquaint themselves with the guidelines given in the "**Guidelines for spot Evaluation**" before starting the actual evaluation.
16	Every Examiner must ensure that all the answers are evaluated, marks carriedover to the title page, correctly totalled and written in figures and words.
17	The candidates are entitled to obtain a 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

SECTION A (Reading)		**(20 Marks)**
Q 1	**Discursive passage**	**10**
i	• it will help you figure out what your body is mobilizing to do • if anger is left unattended , it can affect your well-being **(Any one point)**	(1)
ii	A. practising deep breathing	(1)
iii	C. reflection	(1)
iv	D. weaken	(1)
v	• anger/ frustration can lead us to choose a different approach • enables brain storming • dissatisfied with the current activity, one moves to a better course of action **(Any two points)**	(2)
vi	• Keeps disagreements from turning into fights by avoiding the use of accusatory adverbs like ‘always’ and ‘never’	(1)
vii	B. you will not receive best contributions	(1)
viii	• discuss with a therapist or friend • avoid dwelling in the issue again • find humour in the situation or move away from the toxic environment **(Any two points)**	(2)
Q 2	**Case-based factual passage**	**10**
i.	wet/ drenched	(1)
ii.	• Māwsynrām • Cherrapunji/ Sohra	(2)
iii.	Opinion: Driving in the rain is not a hazard in Sohra Reason:The roads are in good condition	(1)
iv.	• a walk around the old Fort Kochi area • slow boat rides on the backwaters.	(1)
v.	C. Appreciative of monsoon as a delightful season	(1)

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vi.	B. attractive	(1)
vii.	B. Cherrapunji, Sohra	(2)
viii.	Nostalgia/ memories	(1)
	SECTION B (Grammar)	**(10 Marks)**
Q 3	**Any ten out of twelve questions to be attempted / marked (full credit for correct answer. No partial credit of ½ for any questions in this section)**	**10x1=10**
i.	he had parked it in the 'No Parking' zone	
ii.	C. waste / D. are wasting	
iii.	A. could	
iv.	B. will succeed	
v.	decided	
vi.	if/whether he could manage the post of a public relations executive	
vii.	B. been discovered	
viii.	**Error – Correction** come - came	
ix.	A. had to	
x.	**Error – Correction** B. continuous continuously	
xi.	D. should have	
xii.	Arun asked Sameer what the importance of planting trees was	
	Section B (Writing Skills)	**(10 Marks)**
Q 4	**Any one from (a) or (b) to be attempted**	**5**
	Formal Letter **Format – 1** (sender's address , date, receiver's address, subject, salutation, complimentary close and signature) Full credit if all seven aspects included Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing **Organisation – 1** (Orderly sequence: introduction, main body and conclusion, paragraphed structure) **Accuracy and Fluency -1** (spelling, punctuation, formal tone and grammar) **Content -2**	
a)	Suggested value points (Any other relevant point may be accepted)	

	• say 'No' to single use plastic bags. • adverse effects both on human health, animals and the environment • littering of plastic bags in open places creates unhygienic conditions • breeding ground for insects and mosquitoes • plastic bags stay for many years and affect soil fertility • block the pipes and drains and cause water logging • plastic food packets scattered on roads- eaten by stray animals – cause suffocation and death	
b)	Value points: • recommendations to install a community fridge for the underprivileged • opportunity to people to donate food to those who don't have • access to free of cost food (Two value points, either from here or from students' understanding)	
Q 5	**Any one from (a) or (b) to be attempted**	**5**
	Organisation -2 (effective style, orderly sequence: Introduction, analytical arguments and concluding statement), single paragraph and functional vocabulary) Accuracy and fluency - 1 (Spelling, punctuation, formal tone and grammar: use of words like greater than / less than / other comparative devices) Content -2 (well-developed four points)	
a)	Suggested Value Points (Any other relevant point may be accepted) • causes of worldwide land degradation • comparisons between different reasons for agricultural land to become less productive • conclusion drawn based on the evaluation	

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Same for the visually challenged students		
b)	Suggested Value Points (Any other relevant point may be accepted) • compare the quarters • conclusion drawn based on the evaluation • drawing inferences based on the data given	
Same for the visually challenged students		
SECTION – C: (Literature Textbook and Supplementary Reading Text)		**(40 Marks)**
Q 6	**Answer the questions of any one of the given two, (a) or (b):**	**5 Marks**
a) i.	• victory over fear • courage is to stand up to attacks and torture without breaking • showing strength and resilience **(Any two points)**	2
ii.	C. defiant	1
iii.	C. an ability to deal with hardships	1
iv.	False	1
OR		
b) i.	• she felt a need to get things off her chest • she thought paper has more patience than people (paper would not judge/ argue back) • she thought that no one else would be interested in the musings of a 13 year old girl **(Any two points)**	2
ii.	B. reflective	1
iii.	Judgmental (Any other similar adjective to be accepted	1
iv.	B. good listener	1
Q 7	**Answer the questions of any one of the given two, (a) or (b):**	**5 Marks**
a) i.	False	1
ii.	• ice symbolizes the insensitive and indifferent attitude of people • coldness / hatred between people	2
iii.	even ice is sufficient and equally strong to cause destruction in the world	1

iv.	D. disintegrate	1
	OR	
b) i.	Custard the Dragon	1
ii.	D. repetition	1
iii.	D. moved down slowly	1
iv.	• she was terrified • she became pale with fear • she started crying for help **(Any two points)**	2
Q 8	**Answer any four of the following five questions in 40-50 words each:**	**4 X 3 = 12 Marks**
	Content-2; (Any two-three relevant points to be accepted) Organisation -1 ; (½ mark to be deducted for Accuracy from the overall credit of a response, if error density is high -more than a total of 2 spellings and/or grammatical errors.)	
i)	• Lencho's only hope was God • he wrote a letter to God demanding a hundred pesos to sow his field again.	3
ii)	• good natured man with pleasant manners. • concerned that such a small girl was travelling to town alone • ensured that she was comfortably seated. • when Valli objected to being treated as a child, he took it in a good spirit and jokingly addressed her 'Madam' • his behavior reflected congeniality of his nature (Any two points)	3
iii)	• the fog approaches and departs stealthily • sits on its silent paws • looks over the city (Any two points) Due marks should be given if the child chooses to write 'No'	3
iv)	• Otters are playful – Mijbil went mad wild with joy in water • they are intelligent - Mijbil could devise new games (Any one point with example)	3
v)	• the Buddha led a royal / sheltered life • had not seen suffering before	3
Q 9	**Answer any two of the following three questions in 40-50 Words each :**	**2 X 3 = 6 Marks**

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	Content-2 (Any two-three relevant points to be accepted.) Organisation -1 ; (½ mark to be deducted for Accuracy from the overall credit of a response, if error density is high -more than a total of 2 spellings and/or grammatical errors.	
i)	• in the beginning, Tricki was lifeless because he was obese • struggle/ effort/ hard work was missing from his life • when put on a strict regime of diet and activity, he became stronger (Any other relevant point corresponding to the quote to be accepted)	3 Marks
ii)	• Matilda believed that objects/ have the power to change life • she believed, she was meant to be happy, admired, envied; had a sense of entitlement • the loss of necklace brought her suffering • the rest of life was spent in paying debts (Any two points)	3 Marks
iii)	• he was genuinely grateful of Anil's generosity. • he understood that Anil knew about the theft • this smile was natural and genuine (Any two points)	3 Marks
Q 10	**Answer any one of the following two questions in 100-120 words : Content= 3,** **Expression= 2,** **Accuracy= 1**	**6 Marks**
a)	**Conventional ideas of beauty –** • people seek physical beauty which is momentary • it fades away with time • example of Anne from the poem to be included **Central idea / poet's idea of beauty –** • the real beauty is not skin deep (pure thoughts, nature, soul etc. also matter) • only God is capable of loving us unconditionally as he looks at our inner beauty. **(Any three points)**	
	OR	

b)	**Anne Frank -** • both are teenagers • self-aware and sensitive • matured and confident • reflective and thoughtful • both undergo journeys in the story that transform them **(Any 3 points of similarities)**	
Q 11	**Answer any one of the following two questions in 100-120 words : Content =3, Expression= 2, Accuracy= 1**	**6 Marks**
a)	• education changed Bholi's personality drastically • Bholi transformed from an under confident / stammering / neglected girl to a confident / assertive / empowered woman who could raise her voice against dowry • she chooses her dignity over marriage • education made her aware of her rights • it opened new avenues for her • taught her to have faith in herself **(Any three points)**	
	OR	
b)	• balcony plays an important role in the story's climax • Ausable cooked up a convincing story of a balcony • Max jumped from the balcony (assuming it to be a door) through the window, when the waiter arrived • fell down and died • Conclusion – Clever Ausable could outwit and get rid of his rival or enemy, proved that presence of mind and intelligence are more powerful than a gun. **(Any three points)**	

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