

Set 2/4/1

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Secondary School Examination, 2023 SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (SUBJECT CODE J0285A) (PAPER CODE 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 with 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 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, 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.

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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.

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M.S. Code **J0285A**

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) Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.**

1. Guidance

- 1 mark for correct answer
- No partial credit

1. Value points

(i) (a) to stroll/ (c) To hike

(ii) (d) Because the depressing daily routine is forgotten

(iii) a new meaning and significance to us

(iv) hiking takes us in the midst of nature / Sights of waterfalls, flowers, streams, trees and bushes/ sounds of nature like the murmur of the brook or a song of a bird acquire a new meaning and significance for us. (any one)

(v) Flowers

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(vi) (b) Because of the excitement of climbing up and adventure of coming down

(vii) (d) It is an escape from our busy schedule

(viii) Mouse peeping out of the hole / snake casting its slough/ squirrel leaping on branches/ bird flying past us (Any two)

(ix) We walk along a zigzag motor road or cut across a mountain path in search of adventure / it ensures a complete escape from urgent and busy activities of life / the feeling of unlimited freedom makes our hearts leap with joy/ because a connect is established between us and nature (any other relevant answer to be accepted) (any one)

(x) excited / ecstatic / elated (a similar word or a relevant phrase to be accepted from or outside the passage)

2.

Guidance

- 1 mark for correct answer
- No partial credit

Value points

- 1 a retired civil engineer came up with the idea of artificial glaciers/
because of artificial glaciers
- 2 (c) – glaciers melt
- 3 Ice
- 4 a. on sloping hills facing distribution channels
- 5 c. - July, August, September
- 5 3 – 4 months
- 6 a. glaciers.
- 7 (a) found / (c) situated

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8

- river water gets diverted to a shady area where winter sun is blocked by ridge
- making the water flow on the sloping hills
- stone embankments are built at regular intervals

(any two)

9

because of low annual rainfall rate / due to water shortages / for continuous supply of water (any one)

10

(c) artificial glacier

SECTION B 20 Marks

(Grammar and Creative Writing Skills)

- Award 1 mark for complete answer
- No partial credit

3. Grammar

1×10=10

- (i) (a) – comparable to.
- (ii) That the engine had broken down
- (iii) (b)– should
- (iv) (a) more – most
- (v) Was
- (vi) (c) – to teach
- (vii) that he had always been interested in computers
- (viii) was ---is

(no mark to be deducted if the format is not given)

- (ix) Kabir told Sahil that he would go to Tripura the next day / following day
- (x) (a) THE
- (xi) (b) he should drive for 4 kms and then turn right
- (xii) was ----- is

(no mark to be deducted if the format is not given)

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4. (Creative Letter

writing

skills)
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 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 ✓ All points included ✓ Well-developed with sustained clarity			
1½ marks ✓ Almost all points 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 1 mark			

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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		

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2 marks ✓ All points included ✓ Well-developed with sustained clarity 1½ marks ✓ Almost all points 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 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.
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.

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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.

Section C (40 Marks)

(Literature)

6. Guidance:

- One mark for each correct answer
- No partial credit

Reference to context

1×5=5

6. A

- (i) (c) – his vision was obstructed
- (ii) (a) – malfunctioning / (d) stopped responding completely
- (iii) the radio was dead
- (iv) (d) Ragini matched the swimmer as he twisted twice in the air before diving into the water
- (v) disbelief / helplessness (any other relevant synonym to be accepted)

Or

6. B

- (i) (d) – ownership of meadows
- (ii) (b) – perpetuity
- (iii) (c) – making bricks for Lomov's aunt's grandmother
- (iv) her grandfather and great grandfather thought oxen meadows extended to Burnt Marsh.
- (v) forty

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7. Guidance:

- One mark for each correct answer
- No partial credit

Reference to context

1×5=5

7. A

- (i) (c) instructive
- (ii) Tranquil
- (iii) True
- (iv) (b) – Reprimanding
- (v) (c) : bright

Or

7. B

- (i) (a) – helplessness
- (ii) he is waiting for his prey / deer
- (iii) it makes a comparison (without using as/like)/ between the softness of the paw and velvet
- (iv) (d) – stalk
- (v) false

8. Answer any *four* of the following.

4×3=12

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression - 1 mark if answer organised effectively
Deduct ½ mark if more than 3 grammatical / spelling mistakes

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(a) Value Points:

- His crops were fatally destroyed by hailstones
- He had nothing to feed his family

(b) Value Points:

- The young seagull was hungry
- The mother motivated
- he dived soaring gradually downward and outwards
- was no longer afraid.
- Then flapped his wings.
- Then he forgot he was not able to fly.

(any 4)

(c) Value Points:

- Paders are bakers (traditional Goan bakers)
- Not only a vendor, children ran to meet him not for the food but for the bread bangles / sometimes sweet bread.
- The noise of his bamboo stick would wake them up.

(1 mark for baker + 1 mark for any two reasons)

(d) Value Points:

Listening carefully (discreetly) to the conversation between neighbours and people who regularly used bus and asked few questions about time frequency, bus fare, distance etc. here and there. This way she picked up small details.

(e) Value Points:

- When the pirate entered, all were scared and ran away except Custard.
- He attacked the pirate banged his tail.

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- Gobbled every bit of him.

9. Answer any *two* of the following: 2×3= 6

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression - 1 mark if answer organised effectively
Deduct ½ mark if more than 3 grammatical / spelling mistakes

(a) **Value Points:**

- Pumphrey overfed her dog
- over pampered her dog Tricki
- She served him with cream cakes/ chocolates/ cod-liver oil etc.
- She treated him like her son

(b) **Value Points:**

- Ausable's tricky and clever brain that helped him to kill Max without using a weapon
- Cooked up story of a balcony under his window
- Convinced Max about this lie

(c) **Value Points:**

- Ebright had to tag butterflies for Dr. Urquhart. Window of the butterfly season was short
- Catching / tagging them one by one was a long / tedious process

10. 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.

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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

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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:

- Buddha sermonized Kisa Gotami that life in this world is troubled and
- filled with sorrows.
- Death is unavoidable and none — near and dear ones can save anyone from death
- No amount of lamenting and weeping can bring dead back to life
- World is afflicted with death and decay

B Value Points:

- People must learn to hate, if they can learn to hate, they can be taught to love, for love comes more naturally to human heart.
- One must see humanity
- Goodness is a flame that can be hidden but never extinguished

11. Answer any *one* of the following.

6 marks

Content 3

Expression 2

Accuracy 1

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

Set 2/4/1

- 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

Set 2/4/1

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:

- Contentment in one's life is very important to lead a peaceful life
- Should be happy with what we have, not crave for what we don't have
- She avoided her friends because she did not have jewels, she was not content
- Her husband was rich in values, she never respected that
- She wanted to lead a luxurious life
- She lost the necklace that she had borrowed
- The process of paying back the debt ruined her life

B Value Points:

- If assurance is given and right track of humanity is shown, thieves will surely give up theft
- Anil had trust on Hari Singh – kindness shown by Anil – gave him job-trusted him despite being aware of his lies
- educated him - taught him to write his name and cook
- Anil's trust and compassion did not let him go – didn't tell the police about his theft
- He changed Hari's life