

**Strictly Confidential: (For Internal and Restricted use only)**  
**Secondary School Term II Examination, 2022**  
**Marking Scheme – English Language & Literature**  
**(SUBJECT CODE 184)**  
**(PAPER CODE 2/1, 2/2, 2/3, 2/4)**

**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.
  - a. **The marking scheme carries only suggested value points for the answers**
  - b. **These are only guidelines and do not constitute the complete answer.**
  - c. **The students can have their own expression and if the expression is correct, the marks be awarded accordingly.**
  - d. **The candidate would be permitted to obtain a photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges. All Evaluators/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out as per value points for each answer as given in the Marking Scheme.**
3. **“Evaluation process is confidential. Sharing any part of the document/ information related to this, publishing it in any magazine and printing in News Paper/Website/Social Media. etc may invite action under IPC.”**
4. 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 or any innovative idea related to the question concerned, they may be assessed for their correctness and marks be awarded to them. In class-X, while evaluating competency based questions, if the given answer is not from marking scheme but correct, marks should be awarded with the consultation of the Head Examiner (HE).**
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. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluator.
6. **All the Head Examiners/Additional Head Examiners/Evaluators are instructed to mark ( ✓ ) wherever answer is correct. For wrong answer ‘X’ (Cross) be marked. Evaluator will not put right ( ✓ ) kind of mark casually / out of habit / unintentionally while evaluating which gives an impression that answer is correct and no marks are awarded or vice versa. This is the most common error 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 encircle it. **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 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 should be scored out.
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 for example 0-40 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 as per CBSE directions every day and evaluate 30 answer books per day in main subjects and 35 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. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
  - 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.
  - 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 do not tally.
  - 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 not merely be a line. Same is with the "X" (Cross) 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 award zero (0) Marks and encircle it.
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. Each blank page must be crossed and signed and marks should be written in words by the examiner after the last question attempted with his/her examiner's number stating /showing that nothing has been written by the candidate.

**Best wishes !**

**MARKING SCHEME**  
Secondary School Examination Term–II, 2022  
**ENGLISH (Language & Literature) (Subject Code : 184)**  
[ Paper Code: 2/4/3]

**Section – A**  
**Reading**

**(10 Marks)**

**1. Objectives:**

- To comprehend the passage
- To identify the main points from the text

**Marking: 5 marks -1 mark for each correct answer**

**No penalty for spelling, punctuation or grammatical errors**

Read the following passage carefully.

On the basis of your understanding of the passage, answer **any five** questions from the six that follow.

**5x1=5**

(i) What is Milkha Singh known as? What realization did Milkha Singh have when he was on the track during the Melbourne Olympics?

**Ans. The Flying Sikh**

**- ½ Mark**

- He realised how inconsequential his talents were against superbly fit and seasoned athletes
- realised what competition actually meant
- prepared to test his mettle if he wanted to succeed in international arena
- realised that his success in India had given him a false sense of pride
- disappointed with his debut performance.

**– ½ mark  
(any one)**

(ii) List any two of Milkha Singh's achievements.

**Ans.**

- athlete to win gold at 400 mts at the Asian and Commonwealth Games
- won gold in the 1958 and/or 1962 Asian Games
- represented India in the 1956 Summer Olympics in Melbourne
- represented India in the 1960 Summer Olympics in Rome
- represented India in the 1964 Summer Olympics in Tokyo
- awarded Padma Shri

**(any two)  
(½ mark+½ mark)**

(iii) What strict rules and regulations did Milkha Singh follow?

**Ans.**

- for two years, woke up at dawn to run every morning two-three miles cross country
- did stretching exercises
- practiced strenuously

(any two)  
(½ mark+½ mark)

(iv) State two consequences of his hard and strenuous practice.

**Ans.**

- vomit blood
- drained all energy
- looked pale
- drop down unconscious
- suffered ill health
- overstrained due to exercises

(any two)  
(½ mark+½ mark)

(v) What motivated Milkha Singh to become the best athlete in the world?

**Ans.**

- images of packed stadium filled with cheering spectators
- visions of victory
- self-determination
- never gave up in spite of his ill health
- crossing the finishing line

(any two)

(vi) Explain the phrase 'I would start again' in the last sentence

**Ans. images of cheering spectators would motivate him / encourage him to begin again.**

## **2. Objectives:**

- To comprehend the passage
- To identify the main points from the text

**Marking: 5 marks - 1 mark for each correct answer**

## **No penalty for spelling, punctuation or grammatical errors**

Read the passage given below:

On the basis of your understanding of the passage, answer **any five** of the six questions given below:

**5x1=5**

(i) Explain J.K.Rowling's 'near magical rise to fame.'

**Ans. by 1997, she got her cheque . After book 3, she skyrocketed to the top of the publishing world. Harry's character brought her fame.**

(ii) What reason did the publishers give for rejecting Rowling's book?

**Ans. the plot was too complex, publishers would shy away from her books**

(iii) What was the drawback of achieving fame?

**Ans. there was no privacy left / day and night journalists knocked at her door / life turned upside down**

(iv) Why was Rowling outraged with the Italian dust jacket?

**Ans. the Italian dust jacket had shown Harry without his glasses  
the glasses according to Rowling were a clue to his vulnerability**

(v) Find a word in the last para that means the same as 'insecure/ helpless'.

**Ans. vulnerability / vulnerable**

(vi) According to the graph, how many years did it take Rowling to become very successful?

**Ans. After six years/after 2015-16/after 2015-16 and onwards.**

**For the Visually Impaired Candidates:**

(vi) What has become legendary about Rowling?

**Ans. Rowling's quality control/ obsession with accuracy**

## **Section -B Writing and Grammar**

**(10 marks)**

**3.Attempt any one from (i) and (ii)**

**5**

(i) A group of enterprising young adults conducted a survey on reopening of educational institutions in the National Capital

Write a paragraph in about 120 words analysing the listed responses.

**For the Visually Impaired Candidates:**

The school authorities view eating junk food as a strong reason for the rising obesity among school children. There is a move to change canteen food to healthier options. Students on the other hand have spoken strongly against such a move.

Write a paragraph in not more than 120 words analysing the above argument.

**Ans. ANALYTICAL PARAGRAPH**

**Note: Analysis to be based on the given input only.**

**No extra credit to be awarded for any additional information to the given content.**

**Content - 2 Marks**

**Analysis – 2 Marks**

**Expression - 1 Mark**

(coherence, relevance of ideas – ½ mark

accuracy, appropriate words and correct spellings – ½ mark)

**Suggested Value points: Hints / Lines given in the question paper can be used anywhere in the paragraph**

(ii) You are Vikram/Vanya, Librarian, B.S. Public School, Delhi.

Write a letter to the Manager of Amar Publication House, Mumbai, placing an order for 4 sets of Social Studies books for grades 6-8 published by N.C.E.R.T. in not more than 120 words. Mention school discount, mode of payment and date of delivery. 5

**Ans. LETTER: TO PLACE AN ORDER**

**Note: No marks to be awarded if only the format is given. Credit should be given to the candidate's appropriate use of language and skills of reasoning.**

**Word limit: 100-120 words. However, no marks to be deducted for exceeding the word limit.**

**Marking:-**

**Format :1 Mark**

**i. sender's address**

**ii. date**

**iii. receiver's address**

**iv. subject / heading**

**v. salutation**

**vi. complimentary close**

**Content :2 Marks**

**Expression: 2 Marks**

(coherence, relevance of ideas - 1 mark

Accuracy, appropriate words and correct spellings - 1 mark

Deduct ½ mark only when there are four or more errors)

**Suggested Value points:**

- **what- placing an order**
- **details of the order**
- **cost**
- **mode of payment**
- **date of delivery**
- **school discount**

(any other relevant point)

4. Read the conversation and complete the passage that follows: 2

**Objective: To use grammatical items accurately and appropriately**

**Marking: 1 mark for each correct answer. No partial credit**

**Note: Marks to be awarded if passage is completed using any grammatically correct structure**

Neha: I'm really looking forward to the class picnic tomorrow.

Namita: Yes, after a long time we will be meeting our friends and teachers

Neha told Namita (1)\_\_\_\_\_looking forward to the class picnic  
\_\_\_\_\_.Namita agreed that after a long time.

(2)\_\_\_\_\_friends and teachers .

- |      |   |          |
|------|---|----------|
| (i)  | <b>Ans. (1) that she was really,</b>        | <b>½</b> |
|      | <b>the next day / the following day</b>     | <b>½</b> |
| (ii) | <b>Ans. (2) they would be meeting their</b> | <b>1</b> |

5. The following paragraph has an error in each line with a blank. Write the correct and the incorrect word in the blanks provided. The first one has been done for you. **1x3=3**

**Objective: To use grammatical items accurately and appropriately**

**Marking: 1 mark for each correct answer**

**( ½ mark for identification of the error)**

**( ½ mark for the writing of the correction)**

	Incorrect	Correct
Air pollution is emerging like a global problem among the world.	e.g. <u>like</u>	<u>as</u>
Much of our cities have industries which is responsible for 20% of the pollutants.	(a) _____ (b) _____ (c) _____	_____

	Incorrect	Correct
(i)	Ans. (a) among	around / in
(ii)	Ans. (b) Much	Most/Many
(iii)	Ans. (c) is	are

### Section -C Literature

(20 marks)

6. Answer any six questions in 30 – 40 words each.

2x6=12

**Objective:** This section evaluates the questions based on texts to assess interpretation, inference ,extrapolation beyond the text and across the text.

**Marking:** 2 marks for each correct answer

**Content:** 1 mark

**Expression:** 1 mark

**No marks to be deducted for exceeding the word limit.**

(i) Describe the Climb to the Brahmagiri hills. (Glimpses of India)

**Ans. Suggested Value Points:**

- gives the panoramic view of the entire landscape
- walk across the rope bridge leads to sixty-four-acre island Nisargadhama
- running in to Buddhist monks dressed in red ochre and yellow robes

(any other relevant point)

(any two)

(ii) Why did Kisa Gotami become weary and hopeless? (The Sermon at Benaras).

**Ans. Suggested Value Points:**



- her son was dead
  - wanted him to be brought back to life
  - no one could help in this adverse situation
  - she was unable to get a handful of mustard seeds from a house where no one had died
  - generate feeling of weariness and hopelessness
- (any other relevant point)
- (any two)

(iii) 'I am an orphan, roaming the street.' Why does Amanda visualize this ?.

Ans. **Suggested Value Points:**

- frustrated/irritated /annoyed by constant nagging
  - wants to roam about freely and enjoy the silence
  - She wants no one around her
- (any other relevant point)
- (any two)

(iv) List any two things that animals do and humans don't. (Animals)

Ans. **Suggested Value Points:**

- animals do not whine and weep for their sins
  - they are satisfied, do not complain, have no regrets
  - they do not run after worldly things /are not greedy/ not hypocrites/no materialistic pursuits
- (any other relevant point)
- (any two)

(v) Why did the pirate 'gape' at Belinda's dragon? (Tale of Custard the Dragon)

Ans. **Suggested Value Points:**

- he was amazed and astounded that the dragon did not fear him
  - dragon snorted like an engine
  - dragon clashed his tail
- (any other relevant point)
- (any two)

(vi) How was 'The Travels of Monarch X' a turning point in Ebright's life? (The Making of a Scientist).

**Ans. Suggested Value Points:**

- aroused his interest in monarch butterflies
  - opened a new world of science to him.
  - started tagging butterflies
- (any other relevant point)

(any two)

(vii) Describe the young lawyer's first encounter with the hack driver

**Ans. Suggested Value Points:**

- he came across a man of 40
  - red faced and cheerful
  - the man introduced himself as Bill the hack driver
- (any other relevant point)

(any two)

7. Answer **any two** questions of the following in about 120 words each: **4x2=8**

**Objective: To understand, appreciate and interpret the themes and ideas of the text**

**Marking: 4 marks for each correct answer**

**Content: 2 marks**

**Expression: 2 marks**

(i) As Valli, make a diary entry sharing your joys and disappointments during the bus ride.

**Ans: Suggested Value Points:**

**Note: Marks will not be deducted if the diary entry format is not adhered to.**

**Joys:**

- happy to ride the bus

- enjoyed the scenes outside
- joined in the laughter of co-passengers
- saw acres of green lands, local shops, small town, well loud busy public road with big bright shops

**Disappointment:**

- cow who was running across the road earlier was lying dead

(any other relevant point)

(ii) Natalya and her father Chubukov 'turn around' when Lomov puts his proposal in the open. As a reader briefly describe what you think Of Natalaya and Chubukov from the play "The Proposal".

**Ans: Suggested Value Points:**

**Chubukov:**

- diplomatic
- presumed Lomov wanted to borrow money
- changed colours when he proposed
- showed exaggerated love
- not sincere
- opportunist
- dual personality

**Natalya:**

- dual personality
- welcomed warmly
- objected to Oxen Meadows possession
- changed tactics when he proposed
- desperate to get married
- self-centred
- short tempered
- eccentric
- hysterical
- argumentative
- good housemaker
- love sick cat

- fought on petty issues like Oxen Meadows or her dog  
(any other relevant point)

(any four but there should be minimum two value points each from the description of Chubukov and Natalya respectively)

- (iii) The credit of Bholi's transformation to Sulekha goes to her teacher. Elaborate with reference to the text.

**Ans: Suggested Value Points:**

- initially Bholi was ignorant, slow and stammered
- consoled and encouraged her to speak without a stammer
- teacher made her comfortable, relaxed, bold, courageous , social and a mature girl
- fully sympathised/gave her confidence
- transforming a simpleton girl into a well-behaved girl  
(any other relevant point)

(any four)

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