

**MARKING SCHEME**  
**English Language and Literature (Code No. 184)**  
**CLASS-X- (2024-25)**

**General Instructions: -**

1. *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, then due marks should be awarded accordingly.*
2. *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".*
3. *If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.*

<b>SECTION A: READING (20 marks)</b>		
<b>1.</b>	<b>Answer the following questions, based on the passage above.</b>	<b>10</b>
I	It emphasises that personal responsibility is crucial in preserving water resources for future generations / that individual actions, though small, collectively contribute to a substantial impact on water conservation.	1
II	its importance is not always recognised, leading people to overlook its value	1
III	The writer's idea is supported by the fact that small actions, while minor on their own, can accumulate into substantial water savings when adopted by many people. This collective impact illustrates how individual efforts, though seemingly insignificant, are essential for achieving broader conservation goals and highlights the importance of widespread participation in water-saving practices. [The response requires evaluation/ justification rather than summarization/ explanation]	2
IV	b) A student who consistently follows good study practices inspires classmates to improve their own study routines, creating a culture of academic excellence in the class.	1
V	True [large-scale initiatives take longer time to implement , so the writer recommends grassroots efforts]	1
VI	C. Implementing crop rotation and using organic compost to maintain soil health.	1
VII	Any two points- <ul style="list-style-type: none"> <li>▪ Stress the need for businesses to implement water-efficient technologies and methods to reduce their overall water consumption.</li> <li>▪ Highlight the necessity for policymakers to create and enforce regulations that promote water conservation and address water management issues more effectively.</li> <li>▪ Emphasise the importance of investing in public education and awareness campaigns about water conservation to encourage broader community participation.</li> </ul>	2

	Urge businesses to take an active role in water conservation efforts as part of their corporate social responsibility, demonstrating a commitment to environmental sustainability	
VIII	A. A set of beliefs and practices shared by a group	1
2.	<b>Answer the following questions, based on the passage above</b>	<b>10</b>
I	C. The writer is indicating interest and enthusiasm.	1
II	C. The assertion is true, but the reason is false.	1
III	Surprisingly	1
IV	The murals serve as visual platforms for conveying important social messages, such as education, environmental conservation, and public health awareness / The murals not only beautify the village but also serve as educational tools and sources of inspiration, nurturing community engagement and promoting awareness of pressing issues	1
V	19% (category that features abstract or contemporary themes)	1
VI	Indicates - A deep-rooted connection to cultural heritage, as a significant portion (55%) of murals depict scenes from mythology and folklore / a desire to celebrate and preserve traditional narratives and values	1
VII	...the integration of art into everyday life / artistic skills of village folk / inclination to decorate exterior walls with local art/ pursue a form of artistic expression (accept any other logically relevant)	1
VIII	...convey information through vivid imagery and symbols, making complex topics easier to understand and remember	1
	<ul style="list-style-type: none"> <li>▪ A holistic understanding of mural creation</li> <li>▪ Researchers can –                             <ul style="list-style-type: none"> <li>→ identify trends</li> <li>→ assess the significance of different themes</li> <li>→ understand the involvement of the community in mural projects</li> <li>→ evaluate the overall impact of murals on cultural preservation and community development</li> </ul> </li> </ul>	2
<b>SECTION B: WRITING SKILLS &amp; GRAMMAR</b>		
<b>GRAMMAR (10 marks)</b>		
3.	Complete <b>any ten</b> of twelve of the following tasks, as directed.	<b>10x1=10</b>
<i>Full credit 1, for correct answers. No partial credit of ½, for any question in this section</i>		
I	C. has been endorsed	
II	strives – strive	

III	Rhea asked her colleague if he had finalised the magazine content to be submitted the following / next day.
IV	this
V	...that she would have the presentation ready for her very soon that day
VI	A. most – every
VII	B. secured
VIII	needn't -can't
IX	responded/ replied affirmatively
X	B. should
XI	C. is
XII	that he believed social media distorts their perception of reality

**WRITING SKILLS (10 marks)**

**Note: All details presented in the questions are imaginary and created for assessment purpose.**

[Content, in suggested responses, may be above the recommended word limit, as it aims to share content points that can be of use.]

**(For 4A & B)**

**Total-1x5= 5**

Format – 1 [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]

Content -2

[ ½ mark for each content point area addressed -suggestion, importance, implication, recommendation]

Organisation of ideas -1

[effective style, orderly sequence, paragraphed structure and formal tone and vocabulary]

Accuracy 1

[Spelling, punctuation and grammar]

**4A. Response outline:**

34, Gems Homes  
Aluva, Kochi

15 May 2024

The Project Head  
E-Waste Management Cell  
Electronics Vatika, New Delhi

Subject: Urgent Action Needed to Address E-Waste Pollution and Management

Madam

- Introductory paragraph: This is to draw your attention...
- Adverse Effects of E-Waste Pollution (any 2)
  - Leaching of hazardous materials into soil and water
  - Contamination of ecosystems
  - Health risks for humans due to exposure to toxic substances
- Community Engagement Ideas and Impact: (any 2)
  - Organising e-waste collection drives and recycling events
  - Conducting awareness campaigns in schools, colleges, and community centres
  - Establishing community-based e-waste management centres
  - Engaging local residents in e-waste segregation and recycling efforts
  - Promoting the reuse and refurbishment of electronic devices

Government Endeavours and Impact: (any 2)

- Implementing e-waste management policies and regulations
- Providing funding and resources for e-waste recycling facilities
- Establishing e-waste collection centres in urban and rural areas
- Enforcing strict penalties for illegal dumping of e-waste
- Collaborating with industry stakeholders to promote sustainable production and disposal practices
- Concluding sentence

Yours sincerely

*N. Pillai*

(NIRMAL PILLAI)

A concerned resident

**4B. Response outline:**

471, Vinayakpur  
Ranchi

27 April 2024

The Secretary  
City Municipal Authority  
Ranchi

Subject: Request for Pruning Overgrown Trees and Shrubs in the Neighbourhood

Dear Sir

- Introductory paragraph: This is to draw your attention...
- Problems due to unchecked growth: (Any three)

obstructed pathways, reduced visibility on roads, potential safety hazards due to falling branches, blocks sunlight in homes, branches grow into homes inviting insects, created an unsightly environment that diminishes the aesthetic appeal of the locality

▪ **Request**

Kindly request - allocate personnel for regular pruning of these trees and shrubs - proactive measure will not only enhance the aesthetics of our neighbourhood but also ensure the safety and convenience of residents and pedestrians

▪ **Concluding sentence**

Yours sincerely

*Chhavi P*

(CHHAVI PATHAK)

A concerned citizen

**(For 5 A & B)**

**Total-1x5= 5**

Analytical paragraph writing should **NOT** be confused with writing a description of given elements or writing a summary.

It requires examining the given elements closely and sharing inputs based on given stimulant. It carries no title or heading.

Content -2 Four trends/ points included & well-developed with sustained clarity

Organisation of ideas -2 [effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary]

Accuracy 1 [Spelling, punctuation and grammar]

**5A. Suggested response:**

The Eco-Friendly School Bag stands out as an excellent purchase choice for several reasons. Firstly, its use of recycled materials demonstrates a commitment to environmental sustainability, making it an eco-conscious option. Additionally, the ergonomic design, featuring padded shoulder straps and a breathable mesh back panel, ensures maximum comfort during long school days. The spacious main compartment with multiple pockets and organisers offers ample storage space for textbooks, notebooks, and other essentials, promoting organisation and efficiency. Moreover, the inclusion of reflective strips enhances visibility and safety, especially during low light conditions. The water-resistant fabric further protects belongings from unexpected rain showers, adding durability and reliability to the bag. With its availability in various vibrant colours and patterns, this school bag not only meets functional needs but also allows for personal style expression, making it a versatile and appealing choice for students.

<b>5B.</b>	<b>Suggested response:</b>	
	<p>The proposed playground design for the resident area embodies a thoughtful fusion of traditional Indian aesthetics and modern play elements. The central climbing structure, like a miniature fort, offers multifaceted play experiences, encouraging physical activity and imaginative exploration. The swings, decorated with vibrant Indian patterns, coupled with monkey bars and a zip line, add cultural flair as well as excitement to the playground. Additionally, the incorporation of a water play feature inspired by Indian fountains or rivers not only provides sensory stimulation but also offers a refreshing respite from the heat. Shaded seating areas, resembling traditional chaupals or gazebos, provide comfortable spaces for parents and caregivers to supervise and socialise. Furthermore, the presence of trees, shrubs, and flower beds, along with ample open space, enhances the overall aesthetic appeal and promotes environmental sustainability. This playground prioritises safety, inclusivity, cultural enrichment, and environmental consciousness, ensuring an engaging and enriching experience for residents of all ages.</p>	
<b>SECTION D: LITERATURE TEXTBOOK (40 marks)</b>		
<b>6</b>	Read the given extracts and answer the questions for <b>any one</b> of the two, given	<b>1x5=5</b>
<b>A</b>	<b>Prose</b>	
I	B. overwhelms	1
II	The author's descriptive language -- clearly portrays the baby seagull's intense emotional journey and physical sensations during its first flight – ‘monstrous terror’ and ‘wind rushed against his breast feathers’—help the reader sense the seagull's experience -- enhances the narrative's emotional impact – makes it real.	2
III	speed	1
IV	The seagull's initial feeling of terror contrasts sharply with the sense of exhilaration /freedom/ empowerment /excitement as it learns to fly and soars.	1
<b>B</b>	<b>Prose</b>	
I	C. settling	1
II	<ul style="list-style-type: none"> <li>▪ provides readers with direct insight into her thoughts, emotions, and experiences -- by experiencing the events through Bholi's eyes, , easy to understand the depth of Bholi's vulnerability and distress</li> <li>▪ allows the author to convey the impact of the teacher's kindness and the cruelty of her classmates' laughter more effectively</li> <li>▪ draws readers into Bholi's world and enhancing their engagement with the narrative</li> </ul>	2
III	Uncontrollably	1
IV	(Any one feature from each point) <ul style="list-style-type: none"> <li>▪ The teacher approaches Bholi with kindness and understanding, offering a supportive presence and gentle encouragement</li> <li>▪ The other girls display insensitivity and cruelty by laughing at Bholi's stammering and distress</li> </ul>	1
<b>7</b>	Read the given extracts and answer the questions for <b>any one</b> of the two, given.	<b>1x5=5</b>

<b>A</b>	<b>Poetry</b>	
I	To evoke a sense of intensity and liveliness in the tiger's appearance--the word 'vivid' suggests that the stripes are not only distinct in colour but also vibrant and full of life -- conveys the idea that the tiger's markings are not dull or subdued but rather vividly striking and attention-grabbing, pointing to the magnificence of the animal.	2
II	restless	1
III	By using of the word 'quiet' twice in the given lines.	1
IV	A. (ABCB)	1
<b>B</b>	<b>Poetry</b>	
I	Blink's retreat is portrayed as a calculated and swift movement to safety --the imagery of Blink 'strategically' mouse holing suggests a quick and calculated response to the perceived danger -- highlighting Blink's instinctual survival skills in the face of adversity.	2
II	...recognised that she was in a threatening situation/ danger	1
III	In this context, the picture painted is that of a slow and silent descent / a descent with Ink trying to avoid drawing attention to itself / Ink seeking safety in a cautious and inconspicuous manner	1
IV	C. 1, 2 and 3	1
<b>8</b>	Answer <b>any four</b> of the following five questions, in about 40-50 words.	<b>4x3=12</b>
Content-1; 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	(Any two) <ul style="list-style-type: none"> <li>▪ highlights a general lack of knowledge about exotic animals / demonstrates a limited understanding of diverse animal species -- people may be unfamiliar with otters as pets / may not recognise them outside of their natural habitat</li> <li>▪ reflects a sort of disconnect from nature in urban environments -- people may be accustomed to urban wildlife, such as pigeons or squirrels, but less familiar with species like otters – hence contribute to misconceptions about Mijbil</li> <li>▪ presents opportunities for education and awareness-building about wildlife conservation and responsible pet ownership -- by learning about Mijbil's species and needs, people in London can gain a deeper appreciation for the diversity of life and the importance of respecting animals' natural behaviours and habitats</li> </ul>	
II	<ul style="list-style-type: none"> <li>▪ The trees breaking free from the constraints of the house -- represent desire for freedom and autonomy</li> <li>▪ As they move towards the forest (a symbol of untamed nature) -- embody the journey towards self-discovery and expansion of possibilities</li> <li>▪ This movement reflects –</li> </ul> <p>→ human quest for liberation from norms and personal limitations,</p>	

	→ inherent growth that comes with embracing change and venturing into new territories
III	<p>(Any two)</p> <ul style="list-style-type: none"> <li>▪ Character Traits of the Postmaster:           <ul style="list-style-type: none"> <li>→ The postmaster is deeply moved by Lencho's faith, which prompts a compassionate response rather than dismissal or mockery.</li> <li>→ He creatively devises a plan to maintain Lencho's faith, showing his ability to think outside conventional administrative duties.</li> <li>→ His willingness to contribute his own money and encourage his staff to do the same illustrates a personal commitment to helping others in need.</li> <li>→ He respects Lencho's belief system, despite its naivety, indicating a high regard for individual faith and personal convictions.</li> </ul> </li> </ul>
IV	<p>Valli's longing to ride the bus -- showcases her yearning to break free from the confines of her everyday life and explore the unknown</p> <p>The familiar surroundings of her street represent safety and predictability, while the bus symbolises adventure and opportunity.</p> <p>This contrast creates a sense of tension as Valli grapples with her desire to step into the unfamiliar world -- the narrative effectively conveys the conflicting emotions associated with leaving behind the known for the excitement of the unknown</p>
V	<ul style="list-style-type: none"> <li>▪ Serves to establish the difference between the external commands directed at Amanda and her internal imaginative escapes.</li> <li>▪ Highlights the contrast between Amanda's reality and her desires, aiding in the reader's understanding of her struggle between conforming to expectations and seeking freedom through imagination.</li> </ul>
9	<p>Answer <b>any two</b> of the following three questions, in about 40-50 words. <span style="float: right;"><b>2x3=6</b></span></p>
<p>Content-1; 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.</p>	
I	<ul style="list-style-type: none"> <li>▪ Matilda's desire leads her to borrow a necklace from her friend Forestier to appear wealthy at a party.</li> <li>▪ She loses the necklace -- she and her husband embark on a desperate journey to replace it-- ultimately leads to their financial ruin.</li> <li>▪ Her desire for material wealth sets off a chain of events that shape the plot.</li> </ul>
II	<ul style="list-style-type: none"> <li>▪ Early success -- pivotal for his later achievements in science</li> <li>▪ These wins -- motivation, validation of talent, and opportunities for growth</li> <li>▪ These wins – instilled confidence in his abilities, affirmed his passion for science, and cultivated a competitive spirit that drove him to excel further in his scientific pursuits</li> <li>▪ These wins -- shape his trajectory as a successful scientist</li> </ul>
III	<ul style="list-style-type: none"> <li>▪ Through its exaggerated portrayal of Martian characters and their interactions with Earth culture</li> <li>▪ The play humorously critiques human behaviour and social standards by presenting Martians as arrogant and intellectually superior beings who misunderstand basic Earth concepts</li> </ul>





