CENTRAL BOARD OF SECONDARY EDUCATION

# CBSE 2026-27

## English Language and Literature

Subject Code: 184 | Class X

## Marking Scheme – Sample Question Paper – Set 2

**Time Allowed: 3 Hours** **Maximum Marks: 80**

### General Instructions

1. This marking scheme is for Sample Question Paper Set 2; question numbers correspond exactly to that paper. It carries only suggested value points for the answers, not the questions.
2. The value points 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.
3. If a student has attempted an extra question, the answer of the question deserving more marks should be retained and the other answer scored out with a note 'Extra Question'.
4. If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.
5. Evaluation is to be done as per instructions provided in the marking scheme.

### Exam Pattern

| Section | Type of Questions | No. of Qs | Marks each | Total Marks |
|---|---|---|---|---|
| A | Q1: Discursive passage (8 sub-questions) | 1 (8) | 1,1,1,2,1,1,1,2 | 10 |
| A | Q2: Case-based factual passage with visual input (9 sub-questions) | 1 (9) | 1,1,1,1,2,1,1,1,1 | 10 |
| B | Q3: Grammar (any 10 of 12 items) | 1 (12) | 1 | 10 |
| B | Q4–Q5: Writing (letter and analytical paragraph, internal choice) | 2 | 5 | 10 |
| C | Q6–Q7: Reference to context (prose/drama and poetry extracts, internal choice) | 2 | 5 | 10 |
| C | Q8: First Flight SA (any 4 of 5) | 1 (5) | 3 | 12 |
| C | Q9: Footprints Without Feet SA (any 2 of 3) | 1 (3) | 3 | 6 |
| C | Q10–Q11: LA (internal choice in each) | 2 | 6 | 12 |
| | **Total** | **11** | | **80** |

### Unit-wise Weightage of Marks

| Unit | Unit Name | Chapter | Marks |
|---|---|---|---|
| A | Reading Skills | Discursive passage (400–450 words); Case-based factual passage with visual input (200–250 words) | 20 |
| B | Grammar | Determiners; Tenses; Modals; Subject–verb concord; Reported speech (commands and requests, statements, questions) | 10 |
| B | Creative Writing Skills | Formal letter (100–120 words); Analytical paragraph (100–120 words) | 10 |
| C | First Flight | Prose, Drama and Poetry extracts; SA and LA questions | 28 |

| Unit | Unit Name | Chapter | Marks |
|---|---|---|---|
| C | Footprints Without Feet | Extract, SA and LA questions | 12 |
| | **Total** | | **80** |

## SECTION – A

*Reading Skills (20 marks)*

### Q1. [10]

**(i)** Because in a globalised world dominated by mass-produced goods, indigenous crafts offer sustainability, support local economies and preserve community heritage — values that factory-made products cannot provide. [1]
**(ii)** (a) Both A and R are true and R is the correct explanation of A. [1]
**(iii)** younger generations (begin to) see traditional skills as viable livelihoods [1]
**(iv)** Consumers drawn to cheaper imitations unknowingly take business away from genuine artisans; without fair earnings, artisans abandon their craft and the tradition declines — so bargain prices for 'ethnic' goods can actually destroy the craft they imitate. [2]
**(v)** (b) outdated and discarded [1]
**(vi)** Because they are marketed as 'ethnic' though machine-made, luring buyers away from genuine handcrafted products and thereby threatening the livelihood and authenticity of real artisans. [1]
**(vii)** False [1]
**(viii)** It means traditions can adapt and stay relevant instead of dying out — e.g. designers and museums collaborate with artisans to adapt traditional forms to contemporary tastes while keeping their essence, so the craft evolves with time yet retains its soul. [2]

### Q2. [10]

**(i)** just as a fish needs decorations such as plants or rocks to simulate a natural environment and improve its quality of life, people living in urban areas need green spaces such as vertical gardens to improve their physical and mental well-being[1]
**(ii)** opinion; subjective judgement [1]
**(iii)** True, because the majority of participants strongly agreed or agreed that vertical gardens can improve the quality of life, increase air quality, and have a relaxing and calming effect. However, the survey does not provide information on the long-term effectiveness of vertical gardens or their potential impact on other aspects of urban life, such as traffic or community engagement. [2]
**(iv)** The cost of installation and maintenance (should be reasonable); and areas of installation should be where driver distraction is less of an issue. (Both needed.) [1]
**(v)** Any one: participants may not be fully informed or aware of the effects of vertical gardens on air quality, suggesting a need for awareness campaigns; the perceived effect may vary with location or environment; participants simply held no strong opinion, indicating a need for more targeted research. [1]
**(vi)** (b) Only (ii) [1]
**(vii)** (d) a standard [1]
**(viii)** They may not provide as much space for outdoor recreation as community gardens or parks do, and the cost of installation and maintenance may be higher. (Any one drawback.) [1]
**(ix)** (b) Vertical gardening is a sustainable practice that can transform urban spaces into green areas. [1]

## SECTION – B

*Writing Skills with Grammar (20 marks)*

### GRAMMAR (10 marks)

### Q3. [10]

**(I)** She asked her sister if she was joining them for lunch that day. [1]
**(II)** (b) if she was sure she could manage [1]
**(III)** she had been absent the previous day because she had had to visit the dentist for her regular check-up [1]
**(IV)** he had parked it in the 'No Parking' zone [1]
**(V)** illustrated [1]
**(VI)** (b) those [1]
**(VII)** (a) has won [1]
**(VIII)** (c) must [1]
**(IX)** Error: trapping
Correction: trapped [1]
**(X)** (b) are [1]
**(XI)** that those were hard times [1]

**(XII)** (c) has been endorsed [1]

## WRITING (10 marks)

### Q4. [5]

**Format:** sender's address, date, Editor's address, subject, salutation, complimentary close [1]
**Content:** challenges – phishing, identity theft, financial fraud, data misuse, targeting of all age groups; need for digital security awareness; practical solutions – strong passwords, avoiding suspicious links, verifying sources before sharing data, cyber-security workshops in schools and communities, prompt reporting of fraud [2]
**Organisation:** effective style, orderly sequence, paragraphed structure, formal tone [1]
**Accuracy:** spelling, punctuation, grammar [1]

**OR**

**Format:** sender's address, date, Editor's address, subject, salutation, complimentary close [1]
**Content:** need for vocational and skill education for youth; importance – employability, self-employment and entrepreneurship, reduces dependence on scarce white-collar jobs, industry–institution linkage, dignity of labour, economic self-reliance [2]
**Organisation:** effective style, orderly sequence, paragraphed structure, formal tone [1]
**Accuracy:** spelling, punctuation, grammar [1]

### Q5. [5]

**Content:** strengths – eloquent, confident; weaknesses – procrastination, disorganisation; opportunities – leadership skills, college portfolio; threats – Grade X academic pressure, board-exam neglect[1]; evaluation – advisable if he plans a timetable, delegates tasks and prioritises board preparation; the role builds skills that outweigh the manageable risks[1]
**Organisation:** single paragraph, balanced analysis, reasoned conclusion, formal tone [2]
**Accuracy:** spelling, punctuation, grammar [1]

**OR**

**Content:** largest share – social media (35%), then videos (30%) and gaming (20%) [1]; minor – online learning (10%) and others (5%); balance – 85% entertainment against 10% education [1]
**Organisation:** single paragraph, data-led opening, descending-order analysis, trend observation in conclusion, formal tone [2]
**Accuracy:** spelling, punctuation, grammar [1]

## SECTION – C

*Literature Textbook (40 marks)*

### Q6. [5]

**A.** The teacher's patience in this extract proves the point: within moments the fear eased and the full name came out; encouragement, not treatment, is the cure. [1]
**(i)** extremely scared and anxious [1]
**(ii)** (c) giving readers a peek into Bholi's thoughts [1]
**(iii)** hope and hesitation [1]
**(iv)** Bholi's stammer is rooted in fear — of mockery, of the classroom, of a childhood of being laughed at — not in any defect of her tongue. [1]

**OR**

**B.**
**(i)** lying had already become a habit for Hari — his name and his earlier words were also lies [1]
ts repetition shows that his friendship began as calculation: charm was simply the first step of the planned theft. [1]
**(ii)** (b) forgiving and humorous [1]
**(iii)** staged move / calculated plan to win Anil's confidence [1]
**(iv)** The smile is Hari's professional tool — he uses it to look harmless, honest and hungry for work so that Anil takes him in. [1]

### Q7. [5]

**A.**
**(i)** he is affectionately addressing the woman he is speaking to [1]
**(ii)** (a) physical beauty by which people judge a person [1]
**(iii)** that only God could love the woman for herself alone and not for her yellow hair [1]
**(iv)** The text values love for a person's inner self rather than for appearance. Such love is enduring and unconditional, unlike admiration for beauty that fades with time; it is the divine love the religious man has in mind. [2]

**OR**

**B.**
**(i)** lifting his depressed mood / making him feel lighter and hopeful, so that he did not waste the rest of the day in regret [1]
**(ii)** The crow shakes snow from the hemlock tree onto the speaker. This chance contact with nature breaks his gloomy thoughts; the small, unexpected moment refreshes him and changes his mood from despair to hope. [2]
**(iii)** (d) snowflakes [1]
**(iv)** (a) 1 only (both are traditionally associated with sorrow/dark omens) [1]

## Q8. [12]

**(I)** The legends add interest and colour, showing that tea has a long history rooted in culture and imagination. [1]
They show that the origin of tea is uncertain and has been told through many stories. [1]
Including the legends enriches the reader's understanding of tea beyond the plantation. [1]
**(II)** A cage that confines a wild animal to 'the few steps of his cage' deprives it of space, freedom and natural behaviour, which is hard to justify ethically. [1]
The tiger's 'quiet rage' is evidence of suffering; its frustrated instincts show that captivity harms its physical and emotional well-being. [1]
Only well-managed, spacious sanctuaries that protect and rehabilitate animals can be defended, and even then the poem asks us to weigh the cost to the creature's freedom. [1]
**(III)** She searched every house for a mustard seed from a home where no one had died, but found that death had touched every family. [1]
Her search showed her that death is universal, so her hope of finding a remedy was futile. [1]
Exhausted and disheartened, she gave up her attempt to undo her loss. [1]
**(IV)** Fire symbolises unbridled desire, greed and passion. [1]
Such desires are insatiable; when they govern human actions they fuel conflict, violence and exploitation, consuming everything like flames. [1]
The poet, having 'tasted' desire, knows its power to destroy individuals and, collectively, the world. [1]
**(V)** Inside the clouds everything went black and it was impossible to see outside the aeroplane. [1]
The old aeroplane jumped and twisted in the air, and the compass turned round and round without working. [1]
The other instruments and the radio also went dead, leaving the narrator with no means of knowing his position. [1]

## Q9. [6]

**(I)** She encouraged his interest in learning — taking him on trips, and buying him telescopes, microscopes, cameras, mounting materials and other equipment. [1]
After his father died she made learning their shared life: every evening at the dining-room table she found him "work — not physical work, but learning things". [1]
She was his only companion until school, brought friends home for him, and gave him *The Travels of Monarch X* — the book that opened the world of science to him. [1]
**(II)** At school the teacher's kindness gives the stammering, mocked child her first taste of encouragement — she speaks her name, and is told she will one day speak like everyone else. [1]
Books and learning replace fear: "in time you will be more learned than anyone else in the village. Then no one will ever be able to laugh at you." [1]
Years later that promise is fulfilled — she refuses the greedy Bishamber before the whole wedding, speaks "without even the slightest stammer", and offers to teach in the very school that made her. [1]
**(III)** The Martians find *Mother Goose* in the Centerville library and, unable to grasp what a book or a rhyme is, read it as coded intelligence. [1]
Each rhyme deepens Think-Tank's terror: "silver bells" and "cockle shells" become crops of metals and high explosives; the cat with the fiddle becomes taught musical culture; Humpty Dumpty's picture — with its balloon brain like his own — convinces him the Earthlings have seen him and plan to invade Mars. [1]
Panicking, he cancels the invasion, orders the fleet to evacuate Mars and flees to Alpha Centauri — one dusty rhyme book defeats an entire armada. [1]

## Q10. [6]

In both stories help arrives when hope has nearly gone: Lencho is ruined by the hailstorm, and the narrator is lost in the storm. **[1]**
In "A Letter to God" help comes through the postmaster and his staff, who give Lencho money from their own pockets; in "The Black Aeroplane" it comes from a stranger in another plane who guides the narrator to safety. **[1]**
Both stories show that help may come from ordinary people, not from where it is expected. **[1]**
Content 3 (above), Organisation/Expression **[1.5]**, Accuracy/Language **[1.5]**

**OR**

In 'A Tiger in the Zoo' the tiger is a captive confined to 'the few steps of his cage', and its wild spirit is reduced to 'quiet rage'; the mood is sombre and sympathetic. **[1]**
In 'How to Tell Wild Animals' the tiger is a free, dangerous creature of the jungle, 'noble' yet a threat; the mood is comic and playful. **[1]**
The zoo tiger's energy is contained and pitiable, while the poem's tiger is presented with both danger and dignity. **[1]**
The first poem evokes concern about captivity; the second offers a light-hearted warning that teaches readers to recognise the animal. **[1]**
The zoo poem uses vivid imagery and metaphor to convey suffering, whereas the other uses humour, rhyme and irony to educate. **[1]**
Thus both poems present the tiger's wildness, but one questions human confinement while the other entertains through a lesson. (Content 3, Expression 2, Accuracy 1) **[1]**

## Q11. [6]

The answer should capture Mme Loisel's voice: relief and grief in the same breath.
Grief first: ten years — the attic rooms, the red hands, the haggling, the lost youth and beauty — all paid for a string of false diamonds; the sacrifice was enormous and it bought nothing. **[1]**
The wild injustice of it: one honest word to Jeanne on the first day and none of it need have happened; she must also face her own share of blame — the vanity, the borrowed jewel, the flight into the night. **[2]**
Yet relief too: the debt is finally paid, and she can at last hold up her head before Mme Forestier — she told the truth on the Champs-Elysees and the truth has freed her. **[1]**
And a hard-won understanding: the ball where she was "so beautiful and so flattered" lasted one evening, but the false pride that sent her there cost ten years — she now knows what a small thing will ruin or save one. (Any reasonable first-person diary form covering grief at the wasted decade, recognition of her own responsibility, and relief at the truth; Content 3, Expression 2, Accuracy 1) **[2]**

**OR**

The code says thieves never double-cross each other — they would be inclined to help rather than betray one another. **[1]**
Horace Danby, careful and meticulous in his once-a-year theft, does not anticipate the role of the lady in red. **[1]**
She is a thief herself, yet she does not follow the code: she claims to be the lady of the house, plays on his fear of prison, and makes him open the safe for her. **[1]**
He trusts her precisely because he assumes the code holds — which is why he removes his gloves and leaves his fingerprints everywhere. **[1]**
She disappears with the jewels while he is arrested for the robbery; he feels betrayed by a fellow professional, not merely outwitted. **[1]**
The story thus tests the code and finds it hollow — "honour among thieves" fails the moment it is needed, and the title's "question of trust" is answered by betrayal. (Content 3, Expression 2, Accuracy 1) **[1]**

***** END OF PAPER *****