CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

English Language and Literature

Subject Code: 184 | Class X

Marking Scheme – Sample Question Paper – Set 3

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

General Instructions

1. This marking scheme is for Sample Question Paper Set 3; 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) The tone is appreciative/reverent and informative. The writer calls saffron 'prized', 'ancient' and 'revered across the globe', and links it with royalty and medicine, showing admiration for the spice's heritage and value. **[1]**
(ii) (c) Saffron is considered the most valuable spice, similar to how gold is valued among metals. **[1]**
(iii) Any two: its deep-red hue and complex flavour; its exotic aroma and unique taste; its medicinal properties; it forms the backbone of iconic world dishes; its rarity/labour-intensive cultivation. **[1]+** **[1]**
(iv) (b) widely recognized **[1]**
(v) handpicking the three stigmas from each crocus flower, spreading them on trays and drying them over charcoal fires (any accurate completion) **[2]**
(vi) False **[1]**
(vii) (c) Due to its labour-intensive cultivation process and its relatively low yield per plant. **[1]**
(viii) The writer states that adulterants like beetroot or pomegranate are used to enhance red colour, silk fibres, oil, or wax are used to add bulk, and powdered saffron can be mixed with turmeric and paprika. **[1]**

Q2. **[10]**

(i) Silk has a long history in India, where it is known as Resham in the east and north and Pattu in the south; India is the world's second largest producer after China, and states such as Karnataka, Andhra Pradesh and Assam produce thousands of tonnes of raw silk — clear signs of a popular, thriving fabric. **[2]**
(ii) (a) Both the assertion and the reason are true, and the reason is the correct explanation of the assertion. **[1]**
(iii) Though very strong, silk's elasticity is moderate to poor — once it is stretched even a little, it does not spring back and remains elongated. **[1]**
(iv) Too much sunlight can weaken silk fibre. **[1]**
(v) Any one: silk production is highly resource-intensive; it needs vast quantities of mulberry leaves and thousands of silkworms even for a small output; the yield per worm is tiny, which explains silk's high cost. **[1]**
(vi) sericulture requires specialised knowledge and expertise, and superior fabric depends on careful craftsmanship **[1]**
(vii) Uttar Pradesh (179 metric tonnes) **[1]**
(viii) Assam (5038 MT is close to half of Andhra Pradesh's 5520 MT). **[1]**
(ix) Any one: cultivation is labour-intensive; production depends on climate, quality mulberry availability and the silkworm lifecycle; only skilled artisans can do the intensive work. **[1]**

SECTION – B

Writing Skills with Grammar (20 marks)

GRAMMAR (10 marks)

Q3. **[10]**

(I) (C) feel – feels **[1]**
(II) (d) little **[1]**
(III) decided **[1]**
(IV) if she was prepared for the mathematics test the following week **[1]**
(V) if/whether he had had his dinner **[1]**
(VI) Abhilash asked Neha whether/if her best friend was helping her in that venture. **[1]**
(VII) (a) he had been at the library, preparing for his exams **[1]**
(VIII) (C) between – among **[1]**
(IX) The doctor advised/recommended the patient to reduce his/her/their sugar intake and exercise regularly. **[1]**
(X) Error: strives
Correction: strive **[1]**
(XI) A. what – which **[1]**
(XII) (c) enjoyed **[1]**

WRITING (10 marks)

Q4. **[5]**

Format: sender's address, date, receiver's designation/address, subject, salutation, complimentary close [1]
Content: issue (fatal accidents from reckless driving and road rage); stricter action – heavier penalties, licence suspension, counselling for repeat offenders; social media campaigns – short videos, survivor stories, influencer participation, school outreach [2]
Organisation: effective style, orderly sequence, paragraphed structure, formal tone [1]
Accuracy: spelling, punctuation, grammar [1]

OR

Format: sender's address, date, receiver's designation/address, subject, salutation, complimentary close [1]
Content: significance of ecological awareness among students; need for Eco-Clubs in rural schools – hands-on conservation activities, tree plantation drives, waste segregation, water conservation; develops responsible citizenship; students carry the message home to the community [2]
Organisation: effective style, orderly sequence, paragraphed structure, formal tone [1]
Accuracy: spelling, punctuation, grammar [1]

Q5. [5]

Content: trend – enrolments tripled from 26 million (2017) to 92 million (2022), sharpest jump in 2020 [1]; transformation – anywhere access, recorded lessons, self-paced learning; challenges – digital divide, screen fatigue, teacher training [1]
Organisation: single paragraph, data-led opening, transformation then challenge, conclusion, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

OR

Content: sustainability – eco-friendly bamboo, non-toxic finish [1]; organisational efficiency – multi-compartment slots for books, stationery and devices; optimal use of space – compact yet spacious; functionality – adjustable shelves, anti-slip base, 5-year guarantee; student appeal – finishes, small-room suitability [1]
Organisation: single paragraph, effective introduction, orderly sequence of factors, conclusion, formal tone and functional vocabulary [2]
Accuracy: spelling, punctuation, grammar [1]

SECTION – C

Literature Textbook (40 marks)

Q6. [5]

A.
(i) had anticipated Tricki's collapse because of Mrs. Pumphrey's overfeeding / was already prepared to take Tricki in when the call came [1]
(ii) (b) fainted [1]
(iii) her excessive, over-anxious attachment — she loves Tricki dearly but confuses pampering with care, and cannot bear separation even for his good [1]
(iv) Tricki was seriously ill — refusing food, vomiting, listless — because of overfeeding and no exercise. Away from his mistress he could be put on a strict diet, exercised and kept under observation; at home Mrs. Pumphrey's indulgence would never allow this. [2]

OR

B.
(i) blind [1]
(ii) (b) see the outside view clearly [1]
(iii) silver [1]
(iv) Valli does not want to miss any part of the experience, so she takes the trouble to rise and look over the blind. Her eagerness to see everything shows her keen curiosity and her readiness to take control of the situation. [2]

Q7. [5]

A.
(i) (b) strict and concerned with proper behaviour [1]
(ii) The bracketed lines show Amanda's private fantasy, set apart from the nagging voice of the speaker. [1]
(iii) (c) she longs to be free like a mermaid drifting in the sea [1]
(iv) Being the sole inhabitant of the sea means Amanda wants solitude where no one scolds or criticises her. The 'languid,

emerald sea' suggests a calm, relaxed space of freedom and peace, which she imagines in contrast to the constant nagging at home. [2]

OR

B.
(i) (a) the ball's cheerful, carefree bounce contrasts sharply with the boy's sudden loss [1]
(ii) childhood [1]
(iii) (b) the loss of one thing cannot be made up by another [1]
(iv) Before the fall the mood is light and playful: the ball goes 'merrily bouncing' down the street. After it lands in the water the mood turns sudden and distressed; the boy's repeated 'What, what' shows shock and grief at the loss. [2]

Q8. [12]

(I) Rajvir is excited because he has read about tea and is seeing a tea garden for the first time, which fulfils his curiosity. [1]
Pranjol was born and brought up on a plantation, so the gardens are familiar and ordinary to him. [1]
The contrast shows how familiarity dulls enthusiasm, while a new experience excites the one who has only read about it. [1]
(II) Amanda is constantly nagged by her mother about her posture, sulking and conduct, and feels stifled. [1]
An orphan has no one to scold her, so she imagines freedom: 'The silence is golden, the freedom is sweet.' [1]
The wish shows the depth of her desire for independence and her frustration at being criticised at home. [1]
(III) His fear shows the real difficulty of leaving the security of the ledge, which makes his eventual flight a step towards independence. [1]
His reluctance and the encouragement of his family show that courage is built gradually, through effort and support. [1]
The story therefore presents independence as something won through overcoming fear. [1]
(IV) Humour: the deadpan advice ('Just notice if he eats you') treats danger comically, so the warning sticks in the mind. [1]
Rhyme ('round' / 'ground', 'learn' / 'discern') gives the advice a jingle that is easy to memorise. [1]
Exaggerated traits, such as the 'noble wild beast', make the animals memorable while carrying real information about how to identify them. [1]
(V) Chubukov values his own comfort and quiet above the feelings and choices of his family. [1]
He is more interested in the Oxen Meadows dispute and in his household than in discussing marriage seriously. [1]
His reaction reveals a practical, somewhat self-centred outlook that puts personal peace before careful thought. [1]

Q9. [6]

(I) The story weaves multiple ironies — Matilda sacrifices everything to replace a worthless necklace; ten years of poverty transform her into the very "common woman" she despised; her pride becomes her downfall. [1]
The party that was to be her triumph becomes the source of her ruin, and the borrowed jewel — a symbol of the wealth she never had — was false all along. [1]
The ultimate irony is that her suffering was entirely needless; the writer uses this to critique materialism and expose how vanity leads to self-inflicted tragedy. [1]
(II) Griffin is undoubtedly brilliant — he discovers how to make the human body transparent, a scientific triumph. [1]
But his darker side dominates: he is lawless and quick-tempered, burns his landlord's house in revenge, robs the theatrical shopkeeper, steals the clergyman's housekeeping money, and attacks the villagers. [1]
Science in his hands becomes a tool of survival and revenge; his brilliance is eclipsed by his negative traits. [1]
(III) Almost certainly not: without school, Bholi would have remained the "dumb-driven cow" her family took her for — silent, submissive, convinced she had no place to go. [1]
Marriage would have been her only "future", and a lame, greedy bridegroom would still have seemed a lucky escape. [1]
It is education — the confidence to speak and the alternative it offers (teaching, serving her parents) — that lets her say "I am not going to marry this man" and mean it. [1]

Q10. [6]

Dust of Snow employs imagery of lightness, purity and serenity through the snowfall and the hemlock tree, suggesting that even small moments of beauty in nature can uplift the human spirit. [2]
In contrast, *Fire and Ice* utilises imagery of destruction and intensity through fire and ice, conveying the destructive potential of desire and hatred – the darker aspects of human emotions. [2]
In *Dust of Snow* the speaker's response to nature is gratitude and renewal; *Fire and Ice* evokes fear and contemplation about the destructive forces inherent in human nature that can shape not only individual lives but the fate of humanity as a whole. (Content 3, Expression 2, Accuracy 1) [2]

OR

Maxwell shows emotion through his affection for Mijbil and his concern during the otter's early aloofness and later joy.[1]
Humour and surprise come from Mijbil's antics, such as the bathroom episode and the trouble of transporting him, which are told with light self-mockery. [1]
The freshness lies in the close, honest portrait of an unusual pet and of an animal's character, which makes the reader see a wild creature with new eyes. [1]
Content 3 (above), Organisation/Expression [1.5], Accuracy/Language [1.5]

Q11. **[6]**

Think-Tank represents the danger of absolute power combined with absolute ignorance. His refusal to admit errors transforms his foolishness into catastrophe. [1]
Throughout the play he mistakes books for sandwiches, then hats, then weapons — yet insists each misinterpretation proves his genius; when corrected, he claims he knew it all along, for "Great and Mighty Think-Tank is never wrong".[1]
His absolute authority amplifies the flaw dangerously: as no one challenges him, he never receives honest feedback, and his crew's fearful obedience prevents any reality check. [1]
Consequently his errors escalate — nursery rhymes become military threats, and paranoia replaces reasoning: bells become mines, a singing cat means space techniques, and Humpty Dumpty's picture means the Earthlings plan to capture Mars. [1]
At the climax, arrogance and refusal to acknowledge mistakes drive a catastrophic decision: seeing Humpty Dumpty, he panics completely and orders the evacuation of Mars — his own planet — fleeing "a hundred million miles away" from an enemy who never existed. [1]
The verdict is ironic and complete: his massive balloon brain becomes a liability rather than an asset, and he is eventually replaced by Noodle — the wise leadership he never allowed to speak. (Content 3, Expression 2, Accuracy 1) [1]

OR

Griffin's ambition is the engine of the story: his obsessive experiments make him invisible, and he imagines the power this gives him. [1]
But the consequence he did not intend — invisibility without clothes, money or shelter — turns triumph into a nightmare; he can stay invisible only by staying naked, and naked he is always cold and hungry. [1]
Forced into theft for survival (the store, the theatrical shop, the clergyman's house), each crime makes him more criminal — a cycle in which ambition, hardship and lawlessness feed one another. [1]
Society reacts with fear and hostility — staring villagers, a suspicious Mrs Hall, the constable with a warrant — and its rejection deepens his paranoia and aggression. [1]
His final display (throwing off clothes, knocking Jaffers unconscious) shows a man who has burned every bridge between himself and humanity. [1]
Thus ambition, unintended consequences and social rejection together forge the "brilliant but lawless" figure whose genius destroys him. (Content 3, Expression 2, Accuracy 1) [1]

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