CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

English Language and Literature

Subject Code: 184 | Class X

Marking Scheme – Sample Question Paper – Set 4

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

General Instructions

1. This marking scheme is for Sample Question Paper Set 4; 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 every single person's daily habits — taps, leaks, usage — add up to significant savings; individual discipline directly affects the preservation of water for future generations, so each person is personally responsible, not just governments/societies. **[1]**
(ii) (a) Both A and R are true and R is the correct explanation of A. **[1]**
(iii) (a) replenish groundwater levels and reduce dependence on municipal supply. **[1]**
(iv) Usually what helps the environment costs the farmer money; drip irrigation is an exception — it conserves water by delivering it straight to the roots, cutting evaporation and runoff, and simultaneously improves crop yields, so it benefits both the environment and the farmer's income. **[2]**
(v) True **[1]**
(vi) (every drop saved is a drop available — accept 'sacrifice' used in contrast, or 'guardian' paired with a phrase showing protection; accept 'waster'/'consumer') **[1]**
(vii) (b) citing the cumulative power of collective action **[1]**
(viii) The message is that conservation is mindfulness, not sacrifice: value the water that flows freely, recognise the hidden cost of every wasted litre, and act responsibly wherever we are, because water belongs to everyone. **[2]**

Q2. **[10]**

(i) (d) People who use internet actively **[1]**
(ii) (b) Both the Assertion and the Reason are true, but the Reason is not the correct explanation of the Assertion. **[1]**
(iii) 'relatively' **[1]**
(iv) (b) 2023 to 2025 **[1]**
(v) Any one: lack of awareness; the digital divide; a lack of perceived need for the internet. **[1]**
(vi) impedes **[1]**
(vii) a higher density of population in urban areas **[1]**
(viii) Targeted awareness campaigns; and digital literacy programmes — so that people understand the internet and can benefit from the digital ecosystem. **[2]**
(ix) Indians use the internet every moment of every day — for information and research, shopping and entertainment, and even smart homes — showing that digital living has been fully embraced. **[1]**

SECTION – B

Writing Skills with Grammar (20 marks)

GRAMMAR (10 marks)

Q3. **[10]**

(I) (a) little **[1]**
(II) Error: were
Correction: was **[1]**
(III) highlights **[1]**
(IV) Error: have
Correction: has **[1]**
(V) they would love to go there again the following year **[1]**
(VI) (a) could **[1]**
(VII) if/whether he could manage the post of a public relations executive **[1]**
(VIII) (d) regarding **[1]**
(IX) (b) had been **[1]**
(X) considering **[1]**
(XI) (a) migrate **[1]**
(XII) (b) should **[1]**

WRITING (10 marks)

Q4. **[5]**

Format: sender's address, date, receiver's designation/address, subject, salutation, complimentary close [1]
Content: issue (insufficient recreational and community spaces); need for a community centre – promotes social bonding and sense of belonging; safe organised space for all age groups; indoor games and activities for children and youth; venue for cultural programmes, meetings, fitness classes; reduces isolation of senior citizens [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: issue (inadequate healthcare infrastructure); suggestions – upgrade existing facilities and staffing, more 'Wellness Centres' for preventive care, a specialized hospital for children and women, diagnostic services and health camps[2]
Organisation: effective style, orderly sequence, paragraphed structure, formal tone [1]
Accuracy: spelling, punctuation, grammar [1]

Q5. [5]

Content: e-learning – anywhere-anytime access, self-paced, saves travel cost/time [1]; classroom – addresses collective class needs, direct teacher interaction, structured routine; balanced view – blended model captures the strengths of both [1]
Organisation: single paragraph, comparative analysis, balanced conclusion, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

OR

Content: timing – 6 a.m. start feasible for students; packed 3-day plan with rest gaps[1]; places and activities – heritage monuments, folk-dance workshop, art museum, craft bazaar – all culture-linked, fitting the club's aim; cost – Rs. 4,500 all-inclusive, reasonable [1]
Organisation: single paragraph, criterion-wise analysis, conclusion, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

SECTION – C

Literature Textbook (40 marks)

Q6. [5]

A.
(i) friendly [1]
(ii) (a) aloof and uninterested in the author [1]
(iii) knees [1]
(iv) Mijbil's joy in the water shows that he is a true otter, at home in water and full of energy. His wild delight reveals his playful and lively nature, which overcomes his earlier aloofness. [2]

OR

B. The Martians have technology but no cultural literacy — without the concept of a nursery rhyme, they treat fantasy as fact and prepare to attack out of panic. [1]
(i) takes a nursery rhyme literally and reads it as a scientific/military report [1]
(ii) (b) humour [1]
(iii) OOP's casual amusement and THINK-TANK's grave alarm / a light-hearted reader and a literal-minded commander [1]
(iv) He reads "cockle shells" as high explosives and "silver bells" as crops of rare metals, concluding the Earthlings combine agriculture and mining and can grow weapons. [1]

Q7. [5]

A.
(i) The others are described as fearlessly brave, while Custard, the dragon, is a coward who wants a safe cage; the comic contrast highlights his fear. [1]
(ii) playful (or exaggerated and boastful) [1]
(iii) AABB (rhyming couplets) [1]
(iv) The poet uses hyperbole, as in 'as brave as a barrel full of bears', and comic exaggeration in 'chased lions down the stairs'. The rhyme and bouncy rhythm make the lines light and playful, and the ironic last line deflates the bravado. [2]

OR

B.
(i) weak and dazed (exhausted) [1]
(ii) (b) making a great effort [1]
(iii) simile [1]
(iv) The weary, unsteady movement of the boughs makes the trees seem sick and forced out of their home, like patients leaving a clinic. The comparison makes us feel the pain of nature being uprooted and moved against its will. [2]

Q8. [12]

(I) The rolling hills, misty slopes and green forests give Coorg a picturesque landscape. [1]
Its forests and coffee estates support a rich variety of plants and animals, which shows its biodiversity. [1]
The beauty of the land draws visitors who wish to experience nature at its most scenic. [1]
(II) The poem is just eight lines in two stanzas, mirroring the brevity of the incident it describes. [1]
The compact structure shows that a momentary event – a crow shaking snow – can instantly transform one's mood. [1]
It reinforces the idea that emotional renewal needs no grand cause; small moments suffice. [1]
(III) The narrative shows Valli's village life as familiar and limiting, and the bus as an unfamiliar, exciting world. [1]
Vivid description of the bus, with its clock, bars and seats, makes the allure of the new vivid to the reader. [1]
The tension is resolved as Valli chooses the unfamiliar, which makes the story effective in showing how growth requires stepping out of comfort. [1]
(IV) The jungle is open and full of prey, while the concrete cell allows only a few steps; this contrast makes captivity feel like a loss of freedom. [1]
The tiger's natural actions – lurking in shadow, sliding through long grass – are frustrated, leaving only a 'quiet rage'. [1]
The poem shows that confinement drains a wild animal of its instincts and dignity, reducing a fearsome creature to a restless captive. [1]
(V) Anne feels she has no real friend with whom she can share her thoughts, so she looks to paper for companionship. [1]
Her remark shows that she has not found people who listen patiently or understand her. [1]
Her turning to the diary reveals a deep need for emotional connection and a sense of isolation. [1]

Q9. [6]

(I) Removing his gloves shows that Horace has abandoned his careful criminal protocol due to emotional manipulation. [1]
He is so eager to please the lady and be released that he forgets the basic safety procedure of never leaving fingerprints — on which his whole freedom depended. [1]
This reveals his desperation and vulnerability; the young lady exploits his fear of prison, and he stops thinking like a criminal and starts thinking like a frightened man. [1]
(II) Her discontent with her modest life — "born for all delicacies and luxuries" — makes the ball invitation a torment instead of a joy. [1]
The desire drives every choice: the four-hundred-franc dress, the borrowed jewels, the proud flight into the night without a proper wrap — and the careless loss of the necklace. [1]
The debt that follows (ten years of drudgery) is the direct price of that desire; remove the vanity and the plot collapses. [1]
(III) The butterfly season around Reading lasted only six weeks, and chasing butterflies one by one yields very few — so he raised a flock in his basement, following the full life cycle from egg to adult. [1]
He tagged the butterflies' wings and let them go, hoping recaptures would help track migration — though in all his years only two tagged butterflies were ever found. [1]
The basement flock kept thousands of monarchs at every stage, giving him year-round material for the experiments that later won him science-fair prizes. [1]

Q10. [6]

Conventional beauty values physical features such as hair, face and youth. [1]
The speaker's ironic suggestion of hair-dye shows that such beauty is superficial and can be altered, so it is one-dimensional. [1]
The religious man's text suggests that only God loves a person for the inner self, so beauty alone is inadequate as a basis for love. [1]
Beauty as a cultural construct is shaped by what society and young men desire, which makes it narrow. [1]
Yet the poem does not deny beauty; it argues that love should extend beyond it to character and inner worth. [1]
Thus the statement holds: conventional beauty is limited, and the poem urges a fuller understanding of beauty. (Content 3, Expression 2, Accuracy 1) [1]

OR

Lencho places complete trust in God and believes his prayer will be answered, while Kisa Gotami is at first sceptical and

refuses to accept death as a fact. **[1]**
Lencho's faith brings him a kind of hope; Kisa Gotami's grief is unrelieved until the Buddha makes her see that death is universal. **[1]**
Both, however, move from their initial reactions to a new understanding: Lencho through the postmaster's help and Kisa Gotami through the Buddha's teaching. **[1]**
Content 3 (above), Organisation/Expression **[1.5]**, Accuracy/Language **[1.5]**

Q11. **[6]**

Bholi begins as the neglected child — a fall from the cot, small-pox that leaves deep black pock-marks, a stammer, and the family's contempt: "she is like a dumb cow". **[1]**
Sent to school only because the Tehsildar must be obeyed and she is least likely to marry, she meets the teacher whose soothing voice and patience coax her first word out. **[1]**
School builds her year by year: the book of pictures, the promise that she will be "more learned than anyone else in the village", the hope that "throbbed" like temple bells and red flowers — dignity replaces fear. **[1]**
The test comes at her own wedding: when Bishamber demands five thousand rupees for her pock-marks, her father's honour is placed at the groom's feet. **[1]**
She strikes the garland into the fire and speaks — clear, loud, without the slightest stammer — refusing the "mean, greedy and contemptible coward", and offering instead to serve her parents and teach in her old school. **[1]**
Her transformation shows that education does not merely teach letters; it restores voice, self-respect and the power to choose one's own life — the artist's masterpiece. (Content 3, Expression 2, Accuracy 1) **[1]**

OR

Anil knew the money had been stolen and returned — the dampness of the notes betrayed it — yet he chose to remain absolutely quiet. **[1]**
He pretended everything was normal, making tea, and even handed Hari a fifty-rupee note as wages, saying he would now be paid regularly. **[1]**
He realised that Hari's honesty had prevailed over temptation, and that this victory mattered more than any accusation. **[1]**
Confronting Hari would have shamed him, hardened him, or driven him away — silence instead protected the fragile reform. **[1]**
By rewarding rather than rebuking, and following it with "Today we'll start writing sentences", Anil kept Hari tied to the one thing that could truly change him: education. **[1]**
His silence was thus deliberate pedagogy — trust offered as the strongest corrective. (Content 3, Expression 2, Accuracy 1) **[1]**

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