CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

English Language and Literature

Subject Code: 184 | Class X

Marking Scheme – Sample Question Paper – Set 5

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

General Instructions

1. This marking scheme is for Sample Question Paper Set 5; 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) It emphasises the overwhelming abundance and endless rows of plastic toys in stores, highlighting how pervasive plastic products have become in consumer culture. [1]
(ii) (a) the potential health hazards present in mass-produced plastic toys that consumers often ignore or are unaware of. [1]
(iii) (c) Plastic bottles processed and converted into shoes [1]
(iv) The writer's comparison reveals that consumer responsibility extends beyond mere convenience and affordability. By highlighting the presence of harmful chemicals (BPA and lead) in plastic toys alongside the safer, more sustainable materials used in eco-friendly toys, the writer suggests that consumers should prioritise children's health and environmental impact over cost. Making informed choices is both a personal and collective responsibility. [2]
(v) False [1]
(vi) (b) meaningful keepsakes : future generations [1]
(vii) (d) (i) F (ii) O (iii) F (iv) O (v) O [1]
(viii) Rhetorical questions draw the reader in and make them active participants in the argument; they provoke self-reflection about everyday taken-for-granted choices, expose contradictions in consumer habits, and persuade the reader to think critically rather than passively absorb the writer's views. [2]

Q2. [10]

(i) EVs reduce air pollution and carbon emissions; they have lower running costs because electricity is cheaper than fuel; they need less maintenance as they have fewer moving parts; and they lower noise pollution in cities. [2]
(ii) (a) Both the assertion and reason are true, and the reason is the correct explanation of the assertion. [1]
(iii) The initial purchase price of EVs is high — even with government subsidies and tax benefits, affordability remains a hurdle for ordinary buyers. [1]
(iv) they lower noise pollution in urban areas, making cities quieter and calmer [1]
(v) Any one: consumer confidence in EVs is rising; infrastructure and policy support are working; India is moving steadily towards its 2030 electrification targets. [1]
(vi) The fear of running out of charge before reaching a charging point. [1]
(vii) Two-wheelers. [1]
(viii) the expansion of public charging stations, investment in improved battery technology for longer ranges, and battery swapping as a quick alternative to charging [1]
(ix) Any one: charging stations remain scarce in semi-urban and rural areas; the high initial purchase cost deters buyers; range anxiety. [1]

SECTION – B

Writing Skills with Grammar (20 marks)

GRAMMAR (10 marks)

Q3. [10]

(I) this [1]
(II) (a) Every [1]
(III) (c) the – these [1]
(IV) C. among – between [1]
(V) (b) will be playing [1]
(VI) A. most – every [1]
(VII) not to try mending the trousers himself [1]
(VIII) had walked [1]
(IX) (b) must [1]
(X) ought to [1]
(XI) have grown [1]
(XII) Error: identifying
Correction: identify [1]

WRITING (10 marks)

Q4. [5]

Format: sender's address, date, Editor's address, subject, salutation, complimentary close [1]
Content: issue (open burning of hospital/domestic waste); health implications – release of toxic gases, respiratory diseases, spread of infections, harm to children, elderly and pregnant women; need for scientific disposal – colour-coded segregation, biomedical waste protocols, incineration facilities; public awareness campaigns [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 (overflowing garbage dumps – eyesore, foul odour, stray animals, health and environmental risk); systemic flaws – insufficient collection vehicles, irregular cleaning schedule; suggestions – more vehicles and staff, fixed collection days, covered bins, segregation at source, complaint helpline [2]
Organisation: effective style, orderly sequence, paragraphed structure, formal tone [1]
Accuracy: spelling, punctuation, grammar [1]

Q5. [5]

Content: multi-purpose sustainable facilities – affordable access in every district [1]; integration of technology – biomechanics, video analysis, wearable tracking, data-driven coaching; grassroots approach – school-level scouting, rural talent pipelines, certified coaches; outcome – more medals, longer athlete careers, sporting culture [1]
Organisation: single paragraph, statement-led opening, factor-wise analysis, conclusion, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

OR

Content: pros – connectivity, fast communication, versatile working [1]; cons – data-security risks, social isolation; conclusion – mindful, secure and balanced use turns the sword to advantage [1]
Organisation: single paragraph, pros–cons balance, conclusion, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

SECTION – C

Literature Textbook (40 marks)

Q6. [5]

A. Ebright's device then replaced guesswork with evidence — the spots produce a hormone — which is exactly how real science advances. [1]
(i) Dr Urquhart did not accept the common belief that the spots were merely ornamental / everyone's assumption was untested [1]
(ii) (b) merely decorative [1]
(iii) steady growth in the quality and ambition of his experiments — each project building on the last [1]
(iv) Everyone "assumed" the spots were ornamental, but nobody had tested it; Dr Urquhart's refusal to believe the assumption turned a settled "fact" into a research question. [1]

OR

B. Each concrete fact makes the invented balcony feel real, and Max — already startled — has no time to verify any of it. [1]
(i) Max to believe there was an escape route below the window — so that he would jump out of it [1]
(ii) (b) irritation made the complaint sound genuine [1]
(iii) escape safely from the room by dropping onto it and waiting there for the police to leave [1]
(iv) He supplies convincing detail: the building's past as one large unit, the door to the next room, the empty room two doors down, an intrusion "last month" and the management's unkept promise. [1]

Q7. [5]

A.
(i) (a) majestic and dignified despite its ferocity [1]
(ii) the tiger's yellowish coat (the background colour of its skin) [1]
(iii) 'This simple rule may help you learn' [1]

(iv) The poet gives deadpan advice: the tiger can be recognised by whether it eats you, an absurd and ironic test. Calling the tiger 'noble' while describing the danger in a light, teasing way makes its ferocity amusing and softens the fear. [2]

OR

B.
(i) (b) moves silently and stealthily [1]
(ii) still (patient) [1]
(iii) (b) observing and overseeing the city [1]
(iv) Fog arrives, settles and departs without leaving a trace, so it is temporary and impermanent. The phrase 'and then moves on' shows that natural phenomena come and go, just as the moments of life do. [2]

Q8. [12]

(I) People in London were unfamiliar with otters and treated Mijbil with suspicion or curiosity, showing limited knowledge of wildlife. [1]
Their reactions reveal a tendency to judge unfamiliar animals by fear or ignorance rather than by understanding. [1]
The episode shows that city dwellers are often cut off from nature and need to be sensitised to the needs of wild creatures. [1]
(II) The poet holds this conviction because he was a victim of the fiery aspect of desire. [1]
By his own admission ('From what I've tasted of desire') he had experienced its destructive effects in his own life. [1]
Personal experience, not mere speculation, makes him side with those who favour fire as the likelier agent of the world's end. [1]
(III) Anne gives the diary a name, Kitty, and writes to her as if to a close friend. [1]
She confides her feelings, worries and daily experiences, which she cannot share with anyone else. [1]
Kitty is a trusted friend because she never judges or betrays Anne's secrets. [1]
(IV) Fog arrives silently like a cat's quiet footfall, settles, observes, then departs without disruption. [1]
The comparison gives fog feline qualities – mysterious, aloof and intensely observant – transforming an ordinary natural phenomenon into something unknowable. [1]
It also suggests a link between living and non-living elements of nature, leaving a lasting impression on the imagination. [1]
(V) Bread is closely linked with festivals and celebrations, so the baker's bread marks special occasions. [1]
The baker's distinctive dress and his visits to homes make him a familiar figure in village life. [1]
The baker's role in shaping childhood memories shows that bread is part of the cultural identity of Goa. [1]

Q9. [6]

(I) Cornered by an armed Max, Ausable does not panic or fight; he thinks at once of using the knock at the door. [1]
He instantly converts the earlier complaint about a "balcony" into a full, detailed story and blends it with the fiction of the police. [1]
His calm delivery — irritation, precise details, "thirty-one minutes" — shows a mind working coolly under threat; that composure alone defeats the intruder. [1]
(II) Anil understood that Hari had already returned the money — the wet fifty-rupee note proved it — so the boy had corrected his own mistake. [1]
He knew that punishment or exposure would destroy the trust that was slowly reforming Hari; a quiet silence gave Hari dignity and a future. [1]
Instead of punishing him, he paid him and promised to teach him to write sentences — keeping him on the path of education. [1]
(III) When the unexpected knock sounded, Ausable calmly declared it was the police, come for extra protection of the report. [1]
He refused to answer the door, saying the police would enter anyway and would not hesitate to shoot — panicking Max. [1]
Frightened, Max swung himself onto the window-sill to wait on the "balcony" Ausable had invented — and dropped into the void, for no balcony existed. [1]

Q10. [6]

Both poems show that important learning can happen instantly, not slowly over time. [1]
When the ball falls into the water, the boy understands loss's permanence quickly; when snow falls on the speaker, his mood shifts immediately. [1]
Berryman suggests the boy will remember this moment's lesson forever – one lost ball teaches him about loss and responsibility. [1]
Frost's speaker also shows lasting change: the dust of snow transforms how he sees the whole day. [1]
The boy feels loss deeply in one moment rather than reasoning it out; the speaker experiences beauty directly rather than

reasoning about it. [1]
Thus both poets propose that a single powerful moment can teach what years of reflection cannot. (Content 3, Expression 2, Accuracy 1) [1]

OR

Both are powerful creatures, the tiger with its 'vivid stripes' and the dragon with its size, and both are shown in restraint: the tiger is caged, and Custard 'cried for a nice safe cage'. [1]
Both poems set appearance against feeling: the tiger's power is held in 'quiet rage', while Custard's fearsome form hides a timid heart. [1]
The tiger is a wild animal wrongly imprisoned, so its suffering is serious and the poem evokes pity for captivity. [1]
Custard is a comic character whose cowardice is laughed at, and the poem uses humour, rhyme and exaggeration to entertain. [1]
The tiger's story ends in frustrated confinement, whereas the dragon, though fearful at first, becomes triumphant when he eats the pirate. [1]
Thus one poem protests against captivity while the other uses comedy to show that courage can appear in unexpected places. (Content 3, Expression 2, Accuracy 1) [1]

Q11. **[6]**

The lady in red understood Horace better than he understood himself: she saw that he was careful and meticulous, proud of never leaving fingerprints — and she turned exactly this against him. [1]
Disguised as the lady of the house, she played on his fear of prison and his weakness for pretty, distressed women; instead of raising an alarm she calmly asked him to open the safe for her, keeping her own hands clean. [1]
She was a thief herself, yet she did not follow any code of honour between thieves: she made Horace do the actual robbery, gloveless, so that only his fingerprints were everywhere. [1]
While he was arrested for the robbery — for the first time in his life — she disappeared with the jewels, leaving him feeling betrayed by a fellow professional. [1]
Thus her outsmarting him lay in making him an accomplice in his own downfall: he broke the safe, she took the contents, and the evidence pointed to him alone. (Content 3, Expression 2, Accuracy 1) [1]

OR

It begins with the kindergarten collection — butterflies, rocks, fossils, coins — driven by "a driving curiosity along with a bright mind" and a mother who fed his interests. [1]
The Travels of Monarch X and tagging open the world of science; the seventh-grade defeat at the county fair teaches him that real science is experiment, not display. [1]
He writes to Dr Urquhart, wins with the beetle-caterpillar experiment, and tests the viceroy-monarch theory — competitive spirit now channeled into genuine research. [1]
The gold-spots project discovers the hormone, wins county and international fairs, and earns him summers at the Walter Reed laboratory. [1]
Growing monarch wing cells in culture and identifying the hormone's chemical structure lead to the X-ray photos and, with his room-mate, the new theory of how cells "read" the blueprint of their DNA — published at twenty-two in the *Proceedings of the National Academy of Science*. [1]
Curiosity, competition "for the right reasons", and the will to win combine to make the scientist — a first-rate mind that never stopped asking what the gold spots were for. (Content 3, Expression 2, Accuracy 1) [1]

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