CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

English Language and Literature

Subject Code: 184 | Class X

Marking Scheme – Sample Question Paper – Set 6

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

General Instructions

1. This marking scheme is for Sample Question Paper Set 6; 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) (c) It provides nutritious food. [1]
(ii) it uses empty tins, old utensils and clay flower pots that would otherwise be discarded, while saving the money and time spent buying fresh produce [1]
(iii) Any two: traditional farming uses synthetic fertilizers and pesticides while kitchen gardens are organic; traditional farming uses intensive irrigation while kitchen gardens avoid it; kitchen gardens preserve soil health while traditional practices may harm the environment. [1]+ [1]
(iv) fostering [1]
(v) Fresh organic produce ensures a higher intake of nutrients, vitamins and minerals; gardening is an aesthetic and therapeutic exercise that relieves stress; the physical activity keeps individuals active and reduces the risk of obesity and related health issues. (Any two well-explained points.) [2]
(vi) (b) It helps develop sensitivity and appreciation for nature. [1]
(vii) Limited space; lack of sunlight; soil quality issues. (Any two.) [1]
(viii) False [1]

Q2. [10]

(i) Any two: to revise and revamp all aspects of education — structure, regulations and governance — for 21st century goals; to give at least 50% of learners exposure to skill education by 2025; to overcome the social status hierarchy associated with skill education; to integrate skill education into mainstream education; to emphasize the dignity of labour. [1]+ [1]
(ii) objective detail; fact [1]
(iii) (c) Minimum 50% learners shall have exposure to skill education. [1]
(iv) that skill labs set up in one school can also be used by other schools, sharing facilities [1]
(v) dignity of labour [1]
(vi) South Korea, with 96%. [1]
(vii) (a) middle and secondary school [1]
(viii) Since every child will learn at least one skill and be exposed to several more — including vocations involving Indian arts and artisanship — the policy builds awareness and respect for these traditions and the dignity of labour. [1]
(ix) 47 percentage points (52% minus 5%). [1]

SECTION – B

Writing Skills with Grammar (20 marks)

GRAMMAR (10 marks)

Q3. [10]

(I) Error: disinfect
Correction: disinfected [1]
(II) (b) been discovered [1]
(III) (b) a little [1]
(IV) this [1]
(V) A. Which – What [1]
(VI) (b) secured [1]
(VII) Error: offers
Correction: offer [1]
(VIII) (b) will succeed [1]
(IX) Error: are
Correction: is [1]
(X) (b) feeling [1]
(XI) must [1]
(XII) might [1]

WRITING (10 marks)

Q4. **[5]**

Format: sender's address, date, receiver's designation/address, subject, salutation, complimentary close [1]
Content: plan (free weekend yoga classes, one hour, community park); advantages – fitness for all age groups, stress relief, community bonding, zero cost to the RWA; request – permission, a designated corner and a convenient time slot[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: enquiries – duration of tour; destinations covered; boarding and lodging arrangements; mode of transport; total charges and concessions for school groups; request a brochure and point of contact [2]
Organisation: effective style, orderly sequence, paragraphed structure, formal tone [1]
Accuracy: spelling, punctuation, grammar [1]

Q5. **[5]**

Content: majority – school bus 40% and private cars 30% (70% motorised) [1]; green modes – bicycle 15%, walking 5%, public transport 10%; measures – dedicated cycle lanes, walking clubs, carpooling incentives, safe bus-bay; conclusion – greener, decongested commuting [1]
Organisation: single paragraph, data-led opening, comparison, actionable close, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

OR

Content: dominant – screen time 14 hours, more than double any other activity [1]; comparison – outdoor sports 5, family time 6, hobbies 4, reading 3; conclusion – screen dominance crowds out reading and sport; a healthier balance needs screen limits [1]
Organisation: single paragraph, data-led opening, comparisons, health verdict, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

SECTION – C

Literature Textbook (40 marks)

Q6. **[5]**

A.
(i) hopeless / despairing [1]
(ii) (b) Locusts would have left some crop, but the hail had left nothing [1]
(iii) gloom / despair [1]
(iv) The family's livelihood and food depend entirely on the corn. With the crop destroyed, they see no source of income or food for the year, so their despair is complete and they feel helpless. [2]

OR

B.
(i) (c) his vision was obstructed [1]
(ii) dead / useless [1]
(iii) storm [1]
(iv) The pilot is shocked and disbelieving ("I couldn't believe my eyes"), then anxious as he calls for help and gets no reply. His fear rises as he realises he is cut off from every means of guidance. [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) silent (soft and noiseless) [1]
(ii) (b) held back and suppressed [1]
(iii) cage (accept 'the few steps of his cage') [1]
(iv) 'Vivid stripes' show the tiger's natural beauty and vitality, while 'quiet rage' shows that its wild energy is pent up inside the cage. The contrast reveals a wild spirit that cannot express itself freely in captivity, creating an inner tension. [2]

Q8. [12]

(I) His mother swooped past him and screamed encouragement, so he answered her and was drawn into the air. [1]
His father flew over him, and his brothers and sister flew around him, showing him how to soar, dive and curve. [1]
Their constant presence and example gave him the confidence to forget his fear and fly. [1]
(II) The house loses its shelter and life: once the trees leave, it is emptied of the green presence that once filled and sheltered it. [1]
The departure of nature from the house suggests a broken harmony between humans and the natural world, leaving the house bare and lifeless. [1]
The trees' leaving is a symbolic loss, showing that the house and its inhabitants have been cut off from nature. [1]
(III) The lines "Not a leaf remained on the trees" and "the flowers were gone from the plants" show emptiness and loss. [1]
The desolate landscape mirrors Lencho's inner state: his soul is filled with sadness and his hopes are destroyed along with his crop. [1]
The devastation thus works as a metaphor for his despair and disappointment. [1]
(IV) The lost ball shows that loss is a part of life, and the boy's grief is intense and immediate. [1]
The poem traces his emotional journey from 'shaking grief' to 'he is learning', showing how loss shakes and then matures a person. [1]
Loss changes his view of the world: he begins to understand responsibility and that some things cannot be replaced. [1]
(V) Chubukov is dismayed and impatient, and grumbles about the burden of having a grown-up daughter. [1]
He is quick to hand the decision over to Natalya rather than deciding for her, which shows his indifference to the match. [1]
His reaction shows that he is more concerned with his own peace than with the marriage itself. [1]

Q9. [6]

(I) He knows Mrs Pumphrey cannot refuse Tricki anything — so he does not rely on her to cut the food; he takes Tricki away from temptation instead. [1]
He knows words like "hospitalised" and "observation" will impress and reassure her, and later "convalescing" will flatter and comfort her. [1]
He also knows Tricki's only fault is greed, so a disciplined, doggy regime at the surgery is the real cure — no medicine needed. [1]
(II) He stays calm, keeps talking and never lets Max see that he is cornered — he even corrects "half an hour" to "thirty-one minutes". [1]
The balcony story is prepared in advance — he had "complained" about it the moment Max appeared, so the ground is laid long before the knock. [1]
At the knock he instantly claims it is the police and describes their entry — leading Max to jump before checking anything; every step follows Ausable's script. [1]
(III) It uses a futuristic frame — the twenty-fifth century, Mars Space Control, an invasion fleet — classic science-fiction furniture. [1]
The satire targets power without wisdom: Think-Tank, the "most intelligent creature in the universe", cannot read a children's rhyme, mistakes books for sandwiches, then hats, then weapons, and forbids anyone from correcting him. [1]
The comedy of mighty technology defeated by a nursery rhyme ridicules blind authority and the misreading of other cultures. [1]

Q10. [6]

Mandela's view that prejudice is learnt, not innate, is supported by his own experience: the children and adults around him were taught to fear and hate. [1]
Apartheid was a system built on teaching racial hatred, which shows that hatred is learnt through laws, schools and social pressure. [1]
Mandela's belief that humans can learn to love because love comes more naturally to the human heart is an optimistic conclusion that the chapter supports. [1]
Content 3 (above), Organisation/Expression [1.5], Accuracy/Language [1.5]

OR

In 'Dust of Snow' nature is a healing force: the crow and the snow lift the speaker's gloomy mood. [1]

In 'Fog' nature is a silent presence that observes the harbour and the city, shown through cat imagery. [1]
In both poems nature acts independently of human intention; the snow falls by chance and the fog simply moves on. [1]
'Dust of Snow' shows nature's power to change an individual's mood, while 'Fog' stresses its mystery and impermanence. [1]
Both present nature as more than a backdrop: it is an active and living entity. [1]
Thus both poems show that nature, in its ordinary moments, can teach and transform human perception. (Content 3, Expression 2, Accuracy 1) [1]

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

The balcony symbolises the power of narrative to create reality. It exists only in language — in Ausable's detailed description and Max's belief — yet it becomes more "real" than the room itself because characters act upon it. [1]
Ausable constructs the balcony's existence through plausible details: explaining the building's history, describing access routes, mentioning previous intrusions. [1]
The non-existent balcony reveals the story's focus on truth versus perception — Max accepts the balcony's existence because Ausable's account aligns with what Max expects to find in a Paris hotel. [2]
Ultimately, the balcony represents the triumph of storytelling over material facts. Ausable understands that controlling the narrative gives absolute power: the fictional balcony becomes more consequential than any physical barrier — or any pistol. (Content 3, Expression 2, Accuracy 1) [2]

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