CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

English Language and Literature

Subject Code: 184 | Class X

Marking Scheme – Sample Question Paper – Set 7

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

General Instructions

1. This marking scheme is for Sample Question Paper Set 7; 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) (b) Rapidly increasing production of disposable plastic products overwhelms waste management. **[1]**
(ii) The tone is appreciative/awestruck. The writer acknowledges how deeply plastics have shaped modern life — medicine, space travel, transport and safety — suggesting that plastics have become indispensable, whatever their harms. (Accept any valid, text-supported reading.) **[1]**
(iii) they may persist in the environment for hundreds of years / they have a lifespan of mere minutes to hours yet persist for hundreds of years **[1]**
(iv) (a) transformed and revolutionized; (d) abandoned and discarded **[1]** (either set: **[1]**)
(v) something that carries/transports (trash) forward **[1]**
(vi) Rivers continuously pick up more and more plastic trash as they flow downstream, just as conveyor belts keep carrying material forward; they thus deliver huge amounts of plastic to the seas, where currents can spread it around the world. **[2]**
(vii) (b) Both A and R are true but R is not the correct explanation of A. **[1]**
(viii) To lend authority/credibility to the solution proposed and to stress that preventing plastic waste at the source — better waste management, better product design, and reducing single-use plastics — is the real way forward, not cleaning up afterwards. **[2]**

Q2. **[10]**

(i) (b) progress and development **[1]**
(ii) (a) Both the assertion and reason are true, and the reason is the explanation of the assertion. **[1]**
(iii) 'public health monitoring' **[1]**
(iv) The 10% of AI serving rural and underserved regions supports digital literacy, healthcare access and agricultural support — bringing development to areas technology usually reaches last. **[1]**
(v) 10% **[1]**
(vi) It suggests that technology develops and is adopted fastest where infrastructure, industry and capital are concentrated — tech hubs and metropolitan cities lead, while rural areas lag. **[1]**
(vii) how partnerships between research and industry foster advancements in healthcare, finance and transportation **[1]**
(viii) user engagement and accessibility (through chatbots and virtual assistants) **[1]**
(ix) Comparing these parameters shows AI's potential for transformative change: weighing ethics, access, applications and impact side by side highlights both AI's widespread adoption and the need for inclusive, sustainable development — so that growth benefits all sections of society rather than a few. **[2]**

SECTION – B

Writing Skills with Grammar (20 marks)

GRAMMAR (10 marks)

Q3. **[10]**

(I) (c) has been endorsed **[1]**
(II) (b) are **[1]**
(III) (c) waste **[1]**
(IV) had addressed **[1]**
(V) (c) must **[1]**
(VI) she had already submitted her project report **[1]**
(VII) may **[1]**
(VIII) aims **[1]**
(IX) needn't **[1]**
(X) had finished **[1]**
(XI) (a) was registered **[1]**
(XII) (b) if she was sure she could manage **[1]**

WRITING (10 marks)

Q4. **[5]**

Format: sender's address, date, receiver's designation/address, subject, salutation, complimentary close [1]
Content: issue (neglected park – broken benches, overflowing dustbins, no evening lighting); requests – repair benches and play equipment, regular waste clearance, installation of lights, appointed caretaker, morning/evening walking hours [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: suggestion (dedicated corner for senior citizens in the community park); importance – companionship and reduced isolation, gentle exercise, shaded benches and walking path, away from the children's play area; upkeep – drinking water, lighting, wheelchair access [2]
Organisation: effective style, orderly sequence, paragraphed structure, formal tone [1]
Accuracy: spelling, punctuation, grammar [1]

Q5. [5]

Content: sustainability – recycled materials [1]; comfort and safety – ergonomic straps, breathable panel, reflective strips; utility – spacious compartments, organisers, water resistance; appeal – vibrant colours; conclusion – wholesome, practical purchase [1]
Organisation: single paragraph, feature-wise analysis, conclusion, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

OR

Content: employment – IT jobs; governance – e-governance and e-Kranti make services transparent and fast [1]; inclusion – broadband for all in urban and rural areas; transparency – information for all; together they bridge the digital divide and empower citizens [1]
Organisation: single paragraph, component-wise analysis, synthesising conclusion, formal tone [2]
Accuracy: spelling, punctuation, grammar [1]

SECTION – C

Literature Textbook (40 marks)

Q6. [5]

A. The excuse of an "accident" affecting his face is also a lie; the solitude he seeks is not peace for work but cover for a lawless existence. [1]
(i) gossip about him / talk about him excitedly [1]
(ii) (c) she was frightened of his temper [1]
(iii) it was stolen (from the landlord he had robbed; the "stolen money" phrase and his later cashlessness show his funds came from theft) [1]
(iv) His "desire for solitude" sounds like a scholar's wish, but he is really hiding — an invisible, hunted man who must avoid attention. [1]

OR

B. Yet he is loving and willing — he sacrifices the four hundred francs he saved for a gun, showing generosity within poverty. [1]
(i) hurt pride and veiled reproach — she is wounded and wants her husband to feel the insult she suffers [1]
(ii) (b) she is controlling herself to make her displeasure felt [1]
(iii) (b) shocked [1]
(iv) The husband is a "petty clerk" who must be careful with every franc; asking him for money risks "an immediate refusal and a frightened exclamation". [1]

Q7. [5]

A.
(i) His own experience of desire – 'From what I've tasted of desire' [1]
(ii) The poet predicts the world could end either in fire (uncontrolled desire/passion) or in ice (cold hatred). He himself supports the fire theory, though he grants that ice too is powerful enough to destroy. [2]
(iii) (b) metaphors [1]
(iv) The mood is contemplative and sombre – a calm, reflective consideration of humanity's capacity for self-destruction. [1]

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) "Wound" suggests a serious injury that does not heal quickly, pointing to the lasting damage done to the country. [1]
It refers to the emotional and social scars of humiliation, segregation and loss of dignity suffered by black people. [1]
The metaphor shows that the effects of apartheid would continue for generations, so healing must be deliberate. [1]
(II) 'Black' (the crow, the poisonous hemlock) stands for the dark, sorrowful mood and ill-omen associations; 'white' (the snow dust) suggests purity and freshness. [1]
Frost reverses expectations: the 'dark' agents deliver the cleansing 'white' snow that lifts despair. [1]
Thus the colours signify the deeper truth that joy can emerge from gloom and that opposites in nature interact to heal. [1]
(III) Although flying is natural, the seagull had never used his wings, so each attempt demanded great effort and nerve. [1]
His fear made him tense and panicky, and the fear itself drained his strength. [1]
The exhaustion therefore came from fear and inexperience rather than from any lack of ability. [1]
(IV) Today's culture judges people by superficial traits such as appearance, social media image or first impressions. [1]
Custard shows that true character emerges through his conduct in a crisis, not through outward appearance or shallow traits. [1]
The poem therefore challenges instant judgements about people's worth, reminding us to look beyond appearances. [1]
(V) The diary is Anne's only confidante, which shows that she is without a real friend in her daily life. [1]
Her decision to write for herself, and her wish that no one else read the notebook, reflect her withdrawal from others. [1]
Writing becomes her way of coping with loneliness and boredom. [1]

Q9. [6]

(I) The adage holds true in the story: Hari changes not because anyone lectures him, but because he experiences Anil's trust. [1]
Anil forgives the terrible meal, overlooks the pilfered rupees, teaches Hari to read and write, and finally says nothing about the theft — these actions, not words, teach Hari the value of honesty. [1]
The returning of the money and the spontaneous genuine smile show that Hari "caught" Anil's values — integrity learned through lived example. [1]
(II) He sees himself as respectable — good to society, robbing only the rich, once a year, enough for his beloved books, never violent. [1]
This self-image makes him trust the "honour among thieves" code: he assumes the charming lady, being "in the same profession", will deal fairly. [1]
Believing in his own honesty, he opens the safe for her gloveless — his misplaced trust in the code, and in her, delivers him to prison for the first time. [1]
(III) Collecting butterflies led him to raise a flock and tag them, and the tagging connected him with Dr Urquhart — who sent him a stack of suggestions for real experiments. [1]
The gold-spots question produced his device and the hormone discovery, which won him laboratory experience at Walter Reed. [1]
Those playful beginnings built step by step towards his cell-DNA theory — fun tasks became the ladder to serious science. [1]

Q10. [6]

The seagull's self-doubt keeps him on the ledge; he refuses to leave even when his parents call him, showing how fear blocks progress. [1]
Fear and self-doubt begin to give way when his family's encouragement and his own curiosity about the sky move him to try. [1]
Once he flies, he discovers the joy of soaring and learns what he could never learn by staying safe on the ledge. [1]
Content 3 (above), Organisation/Expression [1.5], Accuracy/Language [1.5]

OR

Both girls are restricted: Amanda is nagged and scolded at home, and Valli is confined to her village and its routine. [1]
Amanda escapes through fantasy, imagining herself as a mermaid or an orphan, whereas Valli's longing is a real wish to

ride the bus and see the world beyond her village. [1]
Amanda's freedom exists only in her imagination, but her wish for silence and peace is a powerful sign of her restlessness. [1]
Valli's fascination with the bus shows that a small, real experience can open a child's mind to a wider world. [1]
Both texts show that children crave freedom and self-determination when their environment is controlling. [1]
The two girls thus express the universal human need for independence. (Content 3, Expression 2, Accuracy 1) [1]

Q11. **[6]**

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]

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 *****