



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL

ENGLISH COMMUNICATIVE - Code No. 101

TERM 1 EXAMINATION (2026-27)

CLASS - X

SET A

MARKING SCHEME

Max Marks: 80

SECTION A: READING SKILLS (22 marks)

Q.No.	Value Points / Expected Answer	Marks
1 (I)	(b) Because it links trees together into an interconnected network, much like the internet connects computers.	1
1 (II)	this is an observed possibility rather than a proven certainty	1
1 (III)	• It can receive carbon and nutrients transferred from neighbouring, better-placed trees through the shared fungal network. • It need not depend only on its own limited access to sunlight, since resources are channelled to it via the network.	2
1 (IV)	(d) They nurture and support younger or related trees within the network.	1
1 (V)	(b) connections in the network being abruptly and forcefully broken.	1
1 (VI)	(c) How Forest Management Can Protect Underground Networks	1
1 (VII)	'extend the root system for kilometres, drawing water and minerals from soil the roots alone could never reach'	1
1 (VIII)	caution	2
1 (IX)	The writer means that the forest functions as a single, interdependent, cooperating system rather than a collection of individual competing trees, with all trees connected and sustained together through the underground fungal network. (Award 2 marks for the idea of interdependence/cooperation; 1 mark if only partially expressed.)	2
2	(Passage 2 — Riverside Restoration Drive / Urban Farming Workshop)	10
2 (I)	The tag highlights the drive's core purpose — restoring the river ecosystem by removing waste, planting reeds and testing water quality — rather than presenting it merely as a recreational or social outing. (Any relevant, text-supported reason; 1 mark each for two distinct points, or 2 marks for one well-developed reason.)	2
2 (II)	(c) annually	1
2 (III)	(b) The Urban Farming Workshop has been running for four years.	1
2 (IV)	It conveys that the workshop has had a significant, lasting, real-world impact by helping a large number of families take up sustainable home gardening.	1
2 (V)	(b) To ensure safety and encourage sustainable practices during the event.	1

Q.No.	Value Points / Expected Answer	Marks
2 (VI)	encourage them to continue gardening independently after the workshop ends	1
2 (VII)	(a) Promoting sustainable food production at home.	1
2 (VIII)	Two days allow more volunteers to participate comfortably without being overworked, and organising them into teams of ten ensures the large task of cleaning the riverbank is carried out in an efficient, safe and well-supervised manner. (Any two relevant points, 1 mark each.)	2

SECTION B: WRITING SKILLS (22 marks)

Q.No.	Value Points / Expected Answer	Marks
3	Application (50 words) — Format: 1 mark (sender's designation/class, receiver's designation, subject line, salutation, complimentary close, signature); Content: 1 mark (clear request for permission to organise the science quiz, with relevant details); Expression: 1 mark (grammatical accuracy, coherence, appropriate tone). <i>Sample value points: addressed to the Principal; states purpose (inter-house science quiz); requests permission to use the school auditorium; mentions date/time if relevant; signs off as Secretary, Science Club.</i>	3
4	Factual Description (100 words) — Content: 2 marks (accurate, relevant features of the chosen park — location, facilities, greenery, visitors); Organisation/Expression: 1 mark (logical sequencing, appropriate descriptive vocabulary); Format/Word limit: 1 mark.	4
5	Letter to the Editor (120 words), Option A or B — Format: 2 marks (sender's address, date, editor's address/newspaper name, subject line, salutation, complimentary close, signature); Content: 3 marks (clear statement of the issue, its effects, at least two practical suggestions); Expression: 2 marks (coherence, appropriate register, grammatical accuracy). <i>Option A value points: growing e-waste from discarded electronics; toxic substances leaching into soil/water; lack of awareness of authorised collection centres; suggestions — public awareness drives, accessible collection points, incentives for recycling, school/community collection programmes.</i> <i>Option B value points: acute summer water scarcity; dependence on tankers; ageing pipelines and unchecked groundwater extraction; suggestions — rainwater harvesting, pipeline repair, stricter groundwater regulation, public conservation campaigns.</i>	7
6	Article (150 words), Option A or B — Title: 1 mark; Content: 4 marks (relevant introduction, well-developed body covering the given cues, suitable conclusion); Expression: 2 marks (coherence, fluency, vocabulary); Format: 1 mark (title, writer's name where specified). <i>Option A value points: rising screen time among teenagers; effects on sleep, mood, focus and mental health; simple daily habits to restore balance (screen-free time, physical activity, sleep routine); role of family and school in encouraging healthier habits.</i> <i>Option B value points: everyday uses of AI (convenience, efficiency); risks of over-dependence (reduced critical thinking, privacy concerns, job displacement); need for balanced, responsible and mindful use of technology by young people; concluding opinion.</i>	8

SECTION C: GRAMMAR (10 marks)

Q.No.	Value Points / Expected Answer	Marks
7	(i) discover (ii) the (iii) have opened (1 mark each)	3
8	One mark for each correctly identified set of Word Before / Omission / Word After: • (i) popular — in — many • (ii) planting — and — herbs • (iii) yields — a — rich • (iv) students — to — participate	4
9	(a) has → have (given as example) • (b) shows → show • (c) this → these • (d) since → from	3

SECTION D: LITERATURE TEXTBOOK (26 marks)

Q.10 — Extract-based questions (any two of the three; 4 marks each). Value points for all three extracts are given below for the examiner's reference.

Q.No.	Value Points / Expected Answer	Marks
A	Ozymandias	
I	Reveals his extreme arrogance and belief that he was the greatest and most powerful ruler, above all others.	1
II	Addressed to other powerful rulers ('ye Mighty'); shows he intended his monument to intimidate and humble future rulers with his greatness.	1
III	The vast, empty desolation surrounding the ruined statue mocks his boast — nothing of his power or works has survived except decay.	1
IV	Conveys that human pride, power and ambition are ultimately temporary and fade into insignificance over time.	1
B	Not Marble, Nor the Gilded Monuments	
I	The poet compares his verse to marble monuments and gilded structures built by princes, claiming his poem will outlive even these.	1
II	He believes physical monuments decay, get neglected and crumble with time, while poetry preserves memory and beauty forever.	1
III	Suggests physical monuments are neglected and worn down by time, symbolising the temporary nature of material grandeur.	1
IV	Suggests the poet believes poetry has the timeless power to immortalise its subject, outlasting even the grandest physical monuments.	1
C	The Dear Departed	
I	Shows Abel is confused and growing suspicious, unable to understand why his own belongings are in this room.	1
II	She genuinely believes her sister's family dishonestly took Abel's possessions while assuming he had died, framing it as 'robbery'.	1
III	It builds comic suspense and exposes the family's discomfort, as the striking clock draws attention to the 'stolen' item at an awkward moment.	1

Q.No.	Value Points / Expected Answer	Marks
IV	Reveals the family acted with unseemly haste and self-interest, dividing Abel's belongings almost as soon as they believed him dead.	1

Q.No.	Value Points / Expected Answer	Marks
11 (I)	Despite initially assuming Nicola and Jacopo are simple fruit-sellers, the narrator discovers their maturity, resourcefulness and quiet seriousness beyond their years, showing that appearances can conceal deeper dignity and wisdom in ordinary people.	2
11 (II)	The villagers openly flatter Mrs Packletide, praising her courage and hoping to benefit from her wealth and generosity; their behaviour exposes self-interest disguised as admiration.	2
11 (III)	The reader learns the postmaster had gently lied to protect his daughter's feelings; this twist reveals unexpected tenderness and self-sacrifice beneath his earlier harsh, indifferent behaviour.	2
11 (IV)	The story's outcome is unexpectedly reversed from what characters and readers anticipate, exposing the gap between appearance and reality; this irony creates humour while gently mocking human suspicion.	2
11 (V)	Patol Babu ultimately finds satisfaction not in recognition or a bigger role but in performing even a tiny part with sincerity and skill, reflecting that true dignity lies in commitment to one's craft.	2
11 (VI)	By setting the story in a technologically advanced future where reality can be digitally fabricated, the writer warns readers about blindly trusting manipulated information and the erosion of truth.	2
	<i>(Award marks for any five of the six responses attempted; if more than five are attempted, evaluate the first five in order and ignore the rest.)</i>	
12 (I)	Both poems explore how pride and self-importance lead to downfall. In 'Ozymandias', the king's arrogant boast is undercut by the passage of time and the surrounding decay, showing that even great power fades to nothing. In 'The Frog and the Nightingale', the frog's manipulative self-importance leads to the nightingale's destruction and his own hollow, empty 'victory'. Both poets use irony, decay/emptiness and eventual ruin to critique excessive pride and the misuse of power or talent.	8
12 (II)	OR — Both 'A Shady Plot' and 'Patol Babu, Film Star' use situational irony, mistaken assumptions and self-important characters to generate humour while gently critiquing human vanity. 'A Shady Plot' relies on mistaken identity and comic confusion, while 'Patol Babu' contrasts a self-important film unit with Patol Babu's humble sincerity, producing both comic and moving effects.	8

***** End of Marking Scheme *****