



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 B

MARKING SCHEME

Max Marks: 80

SECTION A: READING SKILLS (22 marks)

Q.No.	Value Points / Expected Answer	Marks
1 (I)	(b) Because it receives little public attention despite posing a serious and worsening risk.	1
1 (II)	a warning about a possible future consequence if no action is taken	1
1 (III)	- A single collision scatters thousands of new fragments, each of which becomes a fresh hazard for every other object sharing that orbit. - More debris increases the chance of further collisions, setting off a chain reaction (the 'Kessler syndrome') that keeps generating more debris.	2
1 (IV)	(a) These costs have become a significant and newly important concern for satellite operators.	1
1 (V)	(b) old satellites being deliberately guided to a controlled, harmless disintegration.	1
1 (VI)	(a) Early Efforts to Manage and Reduce Orbital Debris	1
1 (VII)	'astronauts have on occasion been asked to shelter in escape capsules as a precaution'	1
1 (VIII)	appeal for international cooperation	2
1 (IX)	As more nations and private companies launch satellites every year, no single country or company can be held responsible alone, so establishing who must manage and clean up the debris will require shared international cooperation and rules — a genuinely difficult and ongoing challenge. (Award 2 marks for the idea of shared/undetermined responsibility amid growing space activity; 1 mark if only partially expressed.)	2
2	(Passage 2 — Young Inventors' Fair / Night Sky Lecture Series)	10
2 (I)	The tag highlights the fair's core purpose — students using original, working models to address genuine everyday problems — rather than presenting it merely as a general talent showcase. (Any relevant, text-supported reason; 1 mark each for two distinct points, or 2 marks for one well-developed reason.)	2
2 (II)	(d) annually	1
2 (III)	(b) The Night Sky Lecture Series began as a single evening talk and has since grown into a full weekend event.	1
2 (IV)	It conveys that the fair has grown into a large-scale, widely popular event with strong participation from schools across the state.	1
2 (V)	(a) To help the students develop their prototypes into more refined, usable products.	1
2 (VI)	manage high demand and ensure an orderly experience for visitors	1
2 (VII)	(b) Encouraging public curiosity and engagement with scientific discovery.	1
2 (VIII)	The fair involves judging original student inventions on merit, which requires expert evaluation by a panel, whereas the lecture series is an open, informal public-engagement event	2

Q.No.	Value Points / Expected Answer	Marks
	that simply invites interested visitors to attend and learn. (Any two relevant points, 1 mark each.)	

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 book donation drive, with relevant details); Expression: 1 mark (grammatical accuracy, coherence, appropriate tone). <i>Sample value points: addressed to the Principal; states purpose (book donation drive); requests permission to hold it in the school library during the coming week; signs off as President, Literary Club.</i>	3
4	Factual Description (100 words) — Content: 2 marks (accurate, relevant features of the science laboratory — equipment, layout, safety features, usage); 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: lack of trained coaches and proper playing fields in smaller-town schools; limited opportunities for talented young athletes; suggestions — trained coaching staff, improved sports infrastructure, inter-school partnerships, government/private funding.</i> <i>Option B value points: neglect of lesser-known historic monuments; risk of loss of architectural/cultural heritage; suggestions — regular maintenance, heritage tourism promotion, community awareness, stricter conservation laws/enforcement.</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: importance of healthy habits during school years; common gaps in diet, exercise and sleep; simple, practical changes students can make; role of schools and families in supporting healthy routines.</i> <i>Option B value points: purpose of traditional homework; changing learning tools in the digital age; concerns — stress, excessive screen time, unequal access at home; possible balanced/middle-path approach for schools.</i>	8

SECTION C: GRAMMAR (10 marks)

Q.No.	Value Points / Expected Answer	Marks
7	(i) becoming (ii) the (iii) have switched (1 mark each)	3
8	One mark for each correctly identified set of Word Before / Omission / Word After: • (i) vocabulary — and — communication • (ii) student — to — participate • (iii) provides — a — wide • (iv) reading — in — the	4

Q.No.	Value Points / Expected Answer	Marks
9	(a) improves → improve (given as example) • (b) provide → provides • (c) on → in • (d) his → their	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	Snake	
I	Suggests the scene takes place during an intensely hot day, so hot that even light clothing (pyjamas) feels excessive, indicating a tropical/summer setting.	1
II	Emphasises the snake's simple, natural need for water, portraying it as a harmless creature seeking only to quench its thirst like any living being.	1
III	Suggests the poet observes the snake closely and respectfully, indicating growing curiosity, wonder and connection with the creature.	1
IV	Creates a calm, contemplative and observant mood, drawing the reader into a quiet, almost meditative moment shared between poet and snake.	1
B	Mrs Packletide's Tiger	
I	Suggests her motive was driven by personal desire and determination rather than necessity, hinting at vanity and self-importance.	1
II	The formal, almost mock-heroic tone suggests the narrator views Mrs Packletide with gentle irony, subtly mocking her self-important ambition.	1
III	It immediately establishes the story's central conflict and Mrs Packletide's vain motivation, setting up the satire that follows.	1
IV	Prepares the reader to expect a light, satirical tone that pokes fun at vanity, social status and pretension.	1
C	The Dear Departed	
I	Shows Abel is confused and growing suspicious, unable to understand why his belongings are in this room.	1
II	It is ironic because Mrs Jordan innocently points out the very bureau her own family had taken from Abel, unaware he would notice.	1
III	The clock striking at that precise, awkward moment adds comic timing, drawing attention to the item just as tension rises.	1
IV	Suggests the family acted very quickly and opportunistically, dividing Abel's belongings almost immediately after assuming he had died.	1

Q.No.	Value Points / Expected Answer	Marks
11 (I)	The narrator initially assumes Nicola and Jacopo are simple, uneducated fruit-sellers, but their maturity, resourcefulness and quiet dignity gradually earn his respect, challenging his early judgment based on appearances.	2
11 (II)	Mrs Packletide convinces herself and others that she bravely shot the tiger for glory, when in truth a goat's bait and a nervous shot were responsible; her self-deception exposes her vanity and desire for status.	2
11 (III)	The postmaster, once indifferent and impatient, chooses at the end to act with quiet compassion and honesty, showing that his experiences softened him and gave him a renewed sense of duty and empathy.	2
11 (IV)	Characters mistake one person's identity for another, leading to comic misunderstandings, chases and confusion that drive the story's humour.	2
11 (V)	The protagonist's discovery that digital evidence/images can be manipulated forces both character and reader to question how much they can trust what appears real in a technology-driven world.	2
11 (VI)	The frog flatters and manipulates the talented but insecure nightingale into performing endlessly for his own gain, only to exploit and ultimately destroy her, revealing how insecurity can be exploited by those seeking personal benefit.	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 *****