



B.K. BIRLA CENTRE FOR EDUCATION

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

PRE-BOARD 1 - 2025-26

ENGLISH

MARKING SCHEME

Class: X

Date: 07.11.25

Admission no:

Time: 3 hrs

Max Marks: 80

Roll no:

SECTION A – READING (22 Marks)

Q1 – Will AI Save or Harm Us?

I. b) Harms from misuse could overshadow technological benefits. (1 mark)

II. medical oath (1 mark)

III. Examples – Unfair discrimination and deep fakes that damage reputation. (2 marks)

IV. b) Structured measures to address emerging AI dangers. (1 mark)

V. b) Escapes from controlled AI constraints. (1 mark)

VI. c) Corporate strategies for workforce adaptation. (1 mark)

VII. “The European Union’s Artificial Intelligence Act (AI Act).” (1 mark)

VIII. statistic (from Andrew Yang) (2 marks)

IX.

AT&T’s “Future Ready” initiative ensures ethical AI integration by re-skilling employees and minimizing job loss through responsible transition. (2 marks)

Q2 – Pushkar Camel Fair & Hornbill Festival

I. Trade and commerce form the core; it focuses on camel exchange and livestock business rather than spiritual rituals. (2 marks)

II. c) Annually (1 mark)

III. b) True – Morungs at Hornbill serve as living museums of tribal culture. (1 mark)

IV. Shows merging of ancient tribal traditions with modern music and events, depicting continuity of heritage. (1 mark)

V. b) To compete in beauty contests and attract traders. (1 mark)

VI. youth and modern artists (1 mark)

VII. b) Preservation of tribal diversity. (1 mark)

VIII. Because Hornbill celebrates 17 tribes and includes major performances and carnival segments, it needs a longer schedule than the nine-day Pushkar Fair. (2 marks)

SECTION B – WRITING SKILLS (22 Marks)

Q3: Application (3 marks)

Key Points to Include:

Proper address to the Principal.

Request permission to organize a panel discussion on renewable energy innovations.

Mention the venue as the school multipurpose hall.

Give a concise reason for the event's importance.

Close politely with signature as Rohan Verma, Class X-E, Science Society Captain.

Sample outline:

"Respected Sir/Madam,

I, Rohan Verma, Science Society Captain of Class X-E, kindly seek permission to host a panel discussion on renewable energy innovations in the school multipurpose hall. This event aims to increase awareness among students about sustainable energy solutions.

I request your approval and support.

Thanking you.

Yours sincerely,

Rohan Verma"

Marks Distribution (3M):

Content relevance: 1 mark

Expression (feelings, conversation, learning): 1 mark

Grammar, coherence & format: 1 mark

Q4: Factual Description (4 marks)

Essentials to Cover:

Objectives: Restoration of degraded mangrove ecosystems to enhance coastal resilience, biodiversity conservation, and carbon sequestration.

Methods: Combination of community-led planting of native mangrove species; restoration of natural hydrology by re-opening water channels; ecological engineering; use of local volunteer groups; monitoring using photographic and field data.

Ecological Outcomes: Increased vegetation cover; improved fish breeding habitats; protection against coastal erosion; enhanced carbon storage; greater biodiversity including bird and aquatic species.

Note: Keep the description factual, clear, and within 100 words.

Sample beginning:

"The community-led mangrove restoration project near our coastal area aims to revive degraded mangrove forests for coastal protection and biodiversity enhancement. Local volunteers plant native mangrove saplings and work with ecologists to restore natural tidal flows by clearing blocked channels. Mangrove poles are used to reduce wave impact. This approach encourages natural regeneration, monitored regularly to assess success. Outcomes include increased mangrove cover, stabilization of shoreline, improved fish habitats, and greater carbon sequestration, fostering ecological balance and resilience against climate impacts."

Marks Distribution (4M):

Content (key features, functionality): 2 marks

Expression & organisation: 1 mark

Accuracy (grammar, word limit adherence): 1 mark

Q5: Letter to the Editor (7 marks)

Common Structure:

Sender's address and date

Recipient's address

Salutation

Introduction stating purpose

Details explaining the problem with supporting facts

Suggestions or recommendations

Polite closing and signature

A. Coastal Erosion (Ananya Joshi):

Introduce the issue of coastal erosion threatening local communities and wildlife.

Explain how climate change and unchecked development accelerate erosion.

Recommend coastal zoning reforms to regulate construction.

Advocate afforestation drives to stabilize soil and absorb wave energy.

Emphasize need for immediate action to protect livelihoods and biodiversity.

B. Chemical Fertilizer Overuse (Devansh Reddy):

Highlight increasing health hazards caused by groundwater contamination from fertilizers.

Describe how soil fertility is declining.

Recommend subsidies for organic farming to reduce chemical use.

Suggest training programs for farmers on sustainable agriculture.

Stress benefits for public health and environment.

Marks Distribution (7M):

Content (relevance, clarity of concern/proposal): 3 marks

Expression & cohesion: 2 marks

Formal format (address, subject, salutation, ending): 1 mark

Grammatical accuracy: 1 mark

Q6: Article Writing (8 marks)

General Requirements:

Catchy title and byline (author name)

Clear introduction to the topic

Organized body with sources, effects, and solutions

Formal language with coherent, persuasive style

Conclusion with call to action or forward-looking statement

A. Microplastics in Everyday Life (Sara Khan):

Define microplastics and common sources: synthetic clothing, packaging waste, personal care products.

Discuss health impacts: ingestion through food/water, potential toxicity.

Suggest reduction strategies: avoid single-use plastics, choose natural fibers, participate in clean-up drives.

Encourage student awareness and responsible habits.

B. Carbon Capture Technologies (Arjun Malhotra):

Explain carbon capture: capturing and storing CO₂ to reduce emissions.

Real-world examples: Climeworks, industrial applications.

Challenges: high cost, energy use, scaling globally.

Policies needed: government incentives, research funding, international cooperation.

Emphasize role in meeting net-zero emission targets.

Marks Distribution (8M):

Content (relevance, clarity of concern/proposal): 3 marks

Expression & cohesion: 3 marks

Formal format (address, subject, salutation, ending): 1 mark

Grammatical accuracy: 1 mark

SECTION C – GRAMMAR (10 Marks)

Q7. Fill in the blanks

(i) achieving (ii) improves (iii) has considered (3 marks)

Q8. Omission

i. adopt — renewable sources energy

(should read: adopt renewable sources of energy)

ii. provide — power in this region (= power in this region)

iii. makes — a significant impact

iv. ensure — a sustainable future (4 marks)

Q9. Do as directed

I.

Kerala is a state in the south of India renowned for its rich culture, lush landscapes, serene backwaters and vibrant art forms. (1 mark)

II. (i) if she had read about the new renewable energy breakthrough that day

(ii) that she had read about a solar panel that generated power even at night (2 marks)

SECTION D – LITERATURE (26 Marks)

Question 10 – Extract Based (Any Two) (8 marks)

A. “Instead of the cross, the Albatross / About my neck was hung.” – The Rime of the Ancient Mariner

i. He had shot the Albatross without reason, destroying the bird that had brought wind and hope to the crew. (1)

ii. The Albatross comes to symbolize the Mariner’s sin against Nature and his burden of guilt for defying the natural order. (1)

iii. The replacement of the Christian cross with the Albatross shows spiritual reversal – his sin has become his new ‘cross to bear.’ (1)

iv. This moment marks the start of his penitence and long path to redemption through suffering and spiritual awakening. (1)

B. “Louisa Mebbin’s pretty week-end cottage, christened by her ‘Les Fauves,’ and gay in summer-time with its garden borders of tiger-lilies, is the wonder and admiration of her friends.” – Mrs. Packletide’s Tiger

i. The name ‘Les Fauves’ (‘The Wild Beasts’) ironically refers to the tiger Mrs. Packletide shot and to Mebbin’s predatory greed that benefited from it. (1)

ii. She bought the cottage with the money she blackmailed from Mrs. Packletide after the failed tiger hunt. (1)

iii. Tiger-lilies in her garden mock the event since they symbolically derive from the tiger episode that financed her luxurious life. (1)

iv. These details expose Louisa Mebbin as cynical, calculating, and morally self-serving; she profits from others’ vanity without scruples. (1)

C. “So, till the judgment that yourself arise, / You live in this, and dwell in lovers’ eyes.” – Nor Marble, nor the Gilded Monuments (Sonnet 55)

i. The poem itself—its verse and the memory of the beloved—will endure after monuments perish. (1)

ii. “Lovers’ eyes” stand for human admiration and affection that keep the beloved alive in memory. (1)

iii. The couplet asserts that poetry has immortalizing power greater than time or decay. (1)

iv. It shows Shakespeare’s faith that artistic expression grants permanent renown—an eternal legacy of love and art. (1)

Q.11. Answer any five of the following in about 30-40 words.

(2 × 5 = 10 marks)

i Two Gentlemen of Verona– The revelation that the boys toil to support their ailing sister Lucia changes the narrator’s view from pity to admiration; he sees true gentility in their devotion and sacrifice. 2 marks

ii Mrs. Packletide’s Tiger– She desired fame for shooting a tiger, but it dies naturally; irony lies in the fact that false glory and deception replace actual bravery. 2 marks

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| iii | The Letter– Whenever the postmaster waits for news from his own daughter, he feels Ali’s pain and develops sympathy; this spiritual awakening humanizes him. | 2 marks |
| iv | The Frog and the Nightingale– The frog flattered the nightingale, made her sing for money, criticized her style, and over-trained her until she died; he used manipulation for self-gain. | 2 marks |
| v | Snake– The poet acts on ‘voices of education’ and throws a log at the snake; he later regrets his cowardice and realizes he offended nature’s innocence. | 2 marks |
| vi | The Rime of the Ancient Mariner– The shooting symbolizes humankind’s disrespect for Nature and a moral spiritual fall; it sets the stage for punishment and atonement. | 2 marks |

Q.12. Answer any one of the following two questions in about 150 words. 1x8=8

Option A – Virtually True

The story merges technology and emotion through Michael’s discovery of Sebastian Shultz within virtual-reality games. Each level—Wild West, Dragon Quest, Jail Break—reveals Sebastian’s trapped consciousness. Michael’s determination to rescue him shows friendship, empathy, and belief that digital worlds can foster real human connection. The story suggests technology is ethical and meaningful only when it strengthens human values.

(Content 4 + language & coherence 2 + interpretation 2 = 8 marks)

Option B – A Shady Plot & Julius Caesar

Both A Shady Plot and Julius Caesar use supernatural interventions to dramatize the inner conflicts of characters, elevating fear, conscience, and guilt that shape the plot.

In A Shady Plot:

The ghost of Helen symbolizes Hallock’s creative guilt and fear. It confronts him about his reliance on supernatural inspiration, stirring his conscience. The ghost’s presence manifests Hallock’s struggle between fear of failure and desire for success, making his inner conflict external and visible. This supernatural encounter pushes Hallock toward self-awareness and resolution, thus driving the story forward.

In Julius Caesar (focusing on Caesar’s wife Calpurnia and the Guards):

Calpurnia experiences eerie nightmares and visions forewarning Caesar’s impending death, heightening her anxiety and sense of guilt about not convincing Caesar to stay home. The guards (or sentinels) witness unnatural omens like strange noises and ghostly sights on the night before Caesar’s assassination, which increase collective fear and foreboding. These supernatural signs intensify the characters’ internal anxieties, reflecting their rising guilt and moral conflict over Caesar’s fate. Through these omens, Shakespeare externalizes the tension and fear that underpin the tragic unfolding, preparing the audience for the critical turning point.

Comparison:

Both texts use ghosts and omens as tangible expressions of invisible guilt and conscience.

A Shady Plot centers personal artistic fear and guilt via Helen's ghost; Julius Caesar universalizes political anxiety through supernatural warnings to Calpurnia and the guards. In both, the supernatural heightens emotional states, making internal struggles undeniable and compelling action or realization. Together, these interventions deepen character complexity and propel the narrative by making fear and guilt unavoidable forces shaping decisions and outcomes.

..... ***ALL THE BEST***