PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 07

Academic Session 2026–27 | Board Examination 2027

Time allowed: 3 hours Maximum marks: 80

Guidance for Marking

This key answers every question and internal alternative. Award credit for equivalent, text-supported answers and valid interpretations. Models are illustrative, not compulsory wording. For MCQs, award 1 only for the single correct choice; multiple choices receive 0. If an extra alternative is attempted, retain the answer(s) deserving the higher marks, within the question maximum, as in the supplied CBSE scheme. Do not exceed 80 overall.

Reading: each one-mark response earns 1 for the stated idea. For two-mark responses, award 1 for each specified point. Extract answers carry 1 each. Literature short answers: content 1 + expression 1 (coherent, relevant and accurate); listed paired ideas together constitute the content mark. Literature long answers: content 4 + organisation 2 + accuracy 2; the local detailed rubric below operationalises the total of 8 where the official scheme supplies only value points. Apply writing criteria below holistically within each component; do not impose an invented automatic per-word penalty.

Section A Reading Skills 22 marks

1 Reading passage 12 marks

i. A. Describing one reading as a universal effect. [1 mark]

ii. Instrument differences, distance from wall, time in position or direct sunlight; any one. [1 mark]

iii. The students marked locations, used consistent observation times and recorded weather conditions. Comparing the instruments first and repeating readings over several days gave another group enough procedural information to repeat the checks and assess the reported pattern. Award 1 for specified procedure + 1 for repetition/checking. [2 marks]

iv. B. Applying everywhere or in all cases. [1 mark]

v. The shaded location was cooler during the recorded checks. [1 mark]

vi. False. The difference varied. [1 mark]

vii. Stating limits tells readers what the observations can and cannot establish. It allows others to judge the interpretation, repeat the method and design further tests, making the evidence more useful than a dramatic claim unsupported by its procedure. Award 1 for appropriate scope + 1 for further scrutiny/testing. [2 marks]

viii. procedure [1 mark]

ix. A. More testable and cautious. [1 mark]

x. It shifted from presenting an impressive answer to sharing a question and evidence that others could test. [1 mark]

2 Text and data 10 marks

i. C, 3 kWh. [1 mark]

ii. B. 2 kWh. [1 mark]

iii. Equal two-hour periods remove duration as a simple explanation for the different totals. However, visitor numbers differed across setups, so the periods were not identical in every relevant respect and the comparison still needs careful interpretation. Award 1 for time control + 1 for visitor difference. [2 marks]

iv. 30 visitors (80 − 50). [1 mark]

v. brightness or visitor comfort; either/both acceptable. [1 mark]

vi. C. A recorded the highest total energy use. [1 mark]

vii. The team should collect feedback on display readability and comfort, then repeat comparisons under more similar visitor conditions. This would combine the energy evidence with information about whether a lower-use setup still meets the exhibition’s practical purpose. Award 1 for experience feedback + 1 for fairer repeated comparison. [2 marks]

viii. False. Each lasted two hours. [1 mark]

Section B Writing Skills 22 marks

3 Application 3 marks

Format 1 (recipient, subject, salutation and closure); content 1 (clear request and reason); accuracy 1 (grammar and spelling).

Model response

To

The Principal, PAUL ACADEMY

16 December 2026

Subject: Exhibition rehearsal

Madam

Please permit me to remain after school on 18 December to rehearse our science display explanation under teacher supervision. My parent will collect me at 5 p.m.

Yours obediently

Ritu Nair, X B

4 Factual description 4 marks

Content 2 (relevant observable facts, 1 for physical features and 1 for function/details); organisation 1 (logical order); accuracy 1.

Model response

The digital thermometer has a white rectangular casing with a small display showing temperature in degrees Celsius. A metal probe is connected to the casing by a cable. An on/off button operates the instrument, and the battery compartment is located at the rear. The eco-club uses it to take observations that are entered in a record. The separate probe allows the sensing part to be positioned while the display remains visible.

5 Formal letter 7 marks

Format 1 (sender, date, recipient, subject, salutation and closure); content 3 (problem/purpose 1, developed evidence or explanation 1, specific request/action 1); organisation 2 (sequence 1, cohesion 1); accuracy 1.

A. Model response

12 Palm Road

Kochi

16 December 2026

The Manager

Bright Instruments, Kochi

Subject: Replacement of faulty thermometer

Sir

The digital thermometer supplied against Order BI214 on 12 December has a display that repeatedly switches off despite a fresh battery. We checked the connections according to the enclosed instructions, but the fault remains. This prevents reliable use in our school project.

Please arrange a replacement and explain how the defective instrument should be returned. A copy of the invoice is enclosed. Kindly confirm the expected replacement date, as our exhibition is scheduled for January.

Yours faithfully

Ritu Nair

B. Model response

3 Harbour Lane

Kochi

16 December 2026

The Editor

The Public View, Kochi

Subject: Reviewing unnecessary lighting

Madam

Several public buildings in our locality remain brightly lit after their rooms are empty. Residents need information about which lights serve security purposes and which remain on through oversight.

Please encourage the authorities to conduct an energy audit and publish clear findings. Labelling switches, assigning closing checks and maintaining timers could address avoidable use. Any savings claim should be based on measured results. Responsible conservation begins with accurate records and practical changes that preserve necessary services.

Yours faithfully

Adil Karim

6 Article 8 marks

Format 1 (title and byline); content 3 (issue 1, developed explanation/example 1, practical response 1); organisation 3 (opening 1, connected development 1, conclusion 1); accuracy 1.

A. Model response

Good science welcomes a second check

By Ritu Nair

An exciting result can tempt us to announce a conclusion before examining how it was obtained. A second check is a way of respecting evidence.

School investigations should record instruments, locations, timing and relevant conditions. Changing several things at once can make it difficult to know what explains a difference. Clear notes allow another group to repeat the method and compare its findings.

Uncertainty also deserves honest language. A pattern observed during one week may suggest a useful question without proving what happens everywhere. Stating that limit helps readers judge the result fairly.

When a repeated test gives a different outcome, students should examine it rather than hide it. The goal of investigation is understanding. A claim grows stronger when it can survive questions and improve through careful checking.

B. Model response

Conservation needs a notebook

By Adil Karim

Calls to save resources become more useful when a community knows where waste occurs. A notebook of observations can turn concern into a practical plan.

Students can record leaking taps, unnecessary lights and repeated maintenance problems with dates and locations. These records help adults identify priorities and check whether repairs have worked. Estimates should be labelled honestly; an impressive number without a method is a weak basis for action.

Responsibility must also be assigned. A closing checklist, a reporting contact and a review date make conservation part of routine work. Necessary lighting and access should be protected while avoidable use is reduced.

Small measured improvements can build trust because people can see what changed. Careful records do not replace commitment. They help commitment remain effective after a campaign poster has faded.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. A. records — habitual present, singular club. [1 mark]

ii. C. two — plural countable instruments. [1 mark]

iii. B. may — permission. [1 mark]

8 Editing 4 marks

i. show → shows [1 mark]

ii. who → that; accept which [1 mark]

iii. shows → showed; accept show for a continuing general reading. [1 mark]

iv. become → becomes [1 mark]

Award 1 per correct error–correction pair; 0.5 if only the correction is supplied and unambiguously identified.

9 Transformation and reordering 3 marks

i. Ritu said that those readings were useful. [1 mark]

ii. Adil asked Ritu if/whether she had checked both instruments. [1 mark]

iii. Wait until the reading settles. [1 mark]

Award 1 for each complete grammatical sentence that preserves the intended meaning. Accept if/whether where appropriate and equivalent natural word order for requests.

Section D Literature Textbook 26 marks

10 Reference to context 8 marks

Assess any two extracts only, 4 × 1 each. The source locators refer to the supplied February 2023 Literature Reader; PDF page numbers include front matter.

A Two Gentlemen of Verona

Literature Reader, PDF page 24; quotation checked against supplied textbook.

i. Nicola and Jacopo's. [1 mark]

ii. They sacrifice comfort and earnings to support Lucia's treatment. [1 mark]

iii. As ethical generosity and commitment rather than inherited status or wealth. [1 mark]

iv. It shows that care and responsibility can survive destructive circumstances and renew trust in humanity. [1 mark]

B Ozymandias

Literature Reader, PDF page 125; quotation checked against supplied textbook.

i. Arrogance/contemptuous authoritarian power. [1 mark]

ii. Understood/interpreted the king's emotions and character. [1 mark]

iii. The sculptor's hand that represented/imitated the passions. [1 mark]

iv. A lifeless sculpture preserves readable traces of human emotion after its subjects have died. [1 mark]

C Snake

Literature Reader, PDF page 143; quotation checked against supplied textbook.

i. Learned beliefs/social conditioning about snakes and danger. [1 mark]

ii. He admires the snake and feels honoured by its visit. [1 mark]

iii. It presents killing as an unquestionable duty/compulsion. [1 mark]

iv. No. It is a belief voiced within the speaker's conflict, not a reliable identification rule. [1 mark]

11 Short answers 10 marks

Each model includes the essential content ideas (1 mark) in a coherent 30–40-word response (expression 1 mark). Award the content mark for equivalent relevant evidence and inference, even if phrased differently.

i. Ali gives his savings to Lakshmi Das to ensure Miriam's letter reaches his grave. The request shows that the bond with his daughter matters beyond personal use of money, extending his faithful hope even towards the prospect of death. [2 marks]

ii. Jenkins is the only editor publishing John's work, and John also faces ordinary bills. This dependence makes refusing a requested ghost story difficult, so the pressure to produce inspiration becomes both a practical problem and a comic vulnerability. [2 marks]

iii. An open newspaper gives the pedestrian a visible reason for being absent-minded when the collision occurs. The suggestion makes the action more convincing and shows Patol Babu contributing thoughtfully to the scene rather than merely repeating his assigned sound. [2 marks]

iv. Her original song springs from natural ability and pleasure, attracting spontaneous admiration. As applause and the frog's demands become her measure of worth, that independent delight disappears, making the tragedy a loss of artistic freedom as well as life. [2 marks]

v. Stone appears durable but can be neglected, damaged and destroyed by war. Verse can continue through readers across generations, so the contrast presents remembered language as more enduring than the costly material objects designed to preserve a prince's fame. [2 marks]

vi. The adults discuss wording that will look refined and affectionate, even suggesting that factual accuracy is unimportant. Their concern with the public impression of mourning contrasts with their treatment of Abel, exposing respectability as a performance rather than care. [2 marks]

12 Long answer 8 marks

A Model response

An award based mainly on clothes and speech would repeat the superficial judgement that the story challenges. Luigi initially distrusts Nicola and Jacopo because of their shabby appearance. The narrator gradually discovers qualities that a glance cannot measure: willingness to work, reliability, restraint and devotion to Lucia.

The brothers perform several modest jobs and spend little on their own comfort. Learning that their earnings support their sister's treatment transforms the meaning of these details. Their maturity is not a performance designed to win praise; they prefer their family purpose to remain private. The narrator's respectful silence recognises that dignity.

Better award criteria would therefore include responsibility, honest effort, consideration for others and service carried out without humiliating the recipient. Evidence should come from sustained conduct rather than a single display. The title makes gentility an ethical achievement. A school honouring its meaning would reward how students treat people, including when no audience is watching.

Content 4: Luigi's superficial judgement 1; brothers' work and sacrifice 1; privacy/dignity and narrator's response 1; justified award criteria based on conduct 1. Organisation 2: logical development 1, cohesive conclusion 1. Accuracy 2: grammar/sentence control 1, vocabulary/spelling/punctuation 1. Accept a different defensible judgement supported by the prescribed texts.

B Model response

Both works expose the weakness of treating possessions as a secure measure of human worth. Ozymandias expects his monumental works to compel admiration from future rulers. Yet the broken statue and surrounding desert reverse that command. What remains most clearly is the sculptor's insight into his contempt, not the political greatness he wished to preserve.

In The Dear Departed, Abel's daughters begin dividing possessions while he is believed dead. The bureau, clock and insurance become more urgent than the person to whom they belong. His return exposes their priorities, and his decision to change his future arrangements challenges their assumption that inheritance is already theirs.

Shelley uses a ruined landscape and layered voices, while Houghton uses domestic objects and comic embarrassment. The settings differ, but both invite humility about ownership. A worthwhile legacy depends on conduct and relationships that possessions cannot automatically create. Respect for another person must precede calculations about what that person will leave.

Content 4: Ozymandias's material claim and reversal 1; daughters' appropriation and Abel's response 1; comparison of poetic and dramatic methods 1; evaluated values about legacy/ownership 1. Organisation 2: logical development 1, cohesive conclusion 1. Accuracy 2: grammar/sentence control 1, vocabulary/spelling/punctuation 1. Accept a different defensible judgement supported by the prescribed texts.

End of Answer Key 07