PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 13

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. The baker's need to pace his early work from inside a kitchen without a view of the clock. [1 mark]

ii. A. It joins display and sound in one yes-or-no choice. Users may support one function but oppose the other. [1 mark]

iii. The baker relies on an audible time signal during work, while the resident needs uninterrupted rest. Both describe practical effects of the same service, so disagreement reflects different circumstances rather than proof that either person disregards the town. [2 marks]

Marks: legitimate working need 1; legitimate rest need/different circumstances 1. Support: paragraphs 1 and 3.

iv. The worker returns home to rest when others are waking, so a common schedule does not describe everyone. [1 mark]

v. B. temporary and open to review. The council tries the arrangement for a month and invites comments. [1 mark]

vi. False. The council repairs the face first and separately trials limited daytime chimes. [1 mark]

vii. The technician inspects whether the mechanism works properly, while residents explain how the arrangement affects their lives. Technical accuracy and practical suitability are separate questions, so the trial needs both mechanical inspection and feedback from people who experience it. [2 marks]

Marks: technical working condition 1; lived effect/use feedback 1. Support: paragraph 4.

viii. less tidy. It describes the complicated answers heard at the meeting. [1 mark]

ix. One month. Paragraph 4 states the duration of the trial. [1 mark]

x. C. Shared services can affect users differently. This is the conclusion illustrated by the trial. [1 mark]

2 Text and data 10 marks

i. C. 35%: 7 ÷ 20 × 100 = 35. [1 mark]

ii. West field: 12 rainy runs exceed 8 dry runs. [1 mark]

iii. The percentage describes the proportion of simulated runs containing rain, not a proportion of hours in a day. The display gives no duration for rainfall, so converting that percentage into minutes or hours adds information the programme has not supplied. [2 marks]

Marks: percentage of runs 1; no rainfall-duration information 1.

iv. 24 rainy runs: 7 + 12 + 5. This adds counts, not rainfall amounts. [1 mark]

v. Hill field, with 15; this exceeds North field’s 13 and West field’s 8. [1 mark]

vi. An input assumption; the text says results will be shown after such a change. [1 mark]

vii. The figures come from a simplified simulation rather than a current forecast for the picnic. They also provide no information about rainfall duration or the particular event's interruption, so they cannot guarantee whether that outing will proceed without rain. [2 marks]

Marks: simulation is not a current event forecast 1; missing event-specific duration/interruption evidence 1.

viii. False. It counts simulated runs with rain or no rain, not amounts of rain. [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

30 November 2026

Subject: Alternative project format

Madam

Please permit a handwritten project instead of a video because my family shares one phone. I shall include equivalent research and submit the work by the original deadline.

Yours obediently

Devika Rao, X C

Other relevant points: Suggest teacher verification or an oral explanation; preserve the task's learning requirement.

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 classroom projector has a matte black rectangular body with a glass lens at the front. A focus wheel is fitted on top. The rear panel contains a power socket and two cable ports, while vents are positioned at the side. A front foot folds out to support the casing. The projector is supplied with a carrying case.

Other relevant points: Alternative sequences are acceptable; do not invent brightness, resolution or a battery.

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

6 Neem Road

Indore

30 November 2026

The Educational Broadcast Coordinator

Learning Television Service, Indore

Subject: Printable companion worksheets

Sir

Your televised revision course reaches students who cannot regularly attend extra classes. However, companion activities are available only through a phone link. Families sharing a device cannot always open them during the broadcast.

Please provide printable worksheets through participating schools, with clear episode numbers and submission guidance. Advance distribution would let learners prepare without borrowing a phone at the last moment. Kindly tell schools how to obtain and reproduce the materials for their students.

Yours faithfully

Devika Rao

Other relevant points: Episode transcripts or staggered school collection are relevant practical additions.

B. Model response

24 Ash Road

Indore

30 November 2026

The Organiser

District Science Exhibition, Indore

Subject: Clarifying the simulation display

Madam

Visitors at the weather simulation display are treating its percentages as promises about rain during their own events. The screen shows results but gives little explanation of the assumptions or what each percentage counts.

Please add a short example showing how outputs are calculated and what they cannot establish. A demonstrator could change one input and explain the resulting difference. Labelling the activity clearly as a model would help visitors learn from it without mistaking it for a current forecast.

Yours faithfully

Kabir Jain

Other relevant points: A visible legend or guided question prompt is relevant; do not claim that simulations are useless.

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

One shared phone many learning needs

By Devika Rao

An online task can look simple to assign while becoming difficult in a household with one shared phone. Several learners may need the same device at the same hour, and adults may need it for work.

Schools should ask about access before choosing submission formats. Printable instructions, downloadable material and flexible ways to demonstrate the same learning can reduce dependence on a live connection. Flexibility should preserve the intellectual challenge rather than lower expectations for particular students.

Families can help by planning device time and telling teachers when clashes arise. Students should receive such discussions privately, without being labelled careless because a video arrived late.

Digital education becomes fairer when access is treated as a practical condition to investigate. The quality of a learner's thinking should matter more than the number of screens at home.

Other relevant points: A balance between shared-device planning and school flexibility is relevant.

B. Model response

A simulation needs an explanation

By Kabir Jain

A colourful screen can make a simulated result look certain. Yet a simulation answers a question within a set of chosen assumptions. Understanding those assumptions is part of understanding the result.

At a school exhibition, students can show one input change and compare the new output with the old one. They should explain what is counted in repeated runs and distinguish a model's result from a measurement taken outside it. A percentage needs a clear description of its denominator.

This does not make modelling a pointless exercise. A simplified system can reveal relationships and help us explore alternatives that would be difficult to arrange directly.

The demonstrator's responsibility is to make that purpose visible. A clear explanation turns an impressive display into an opportunity to investigate, question and learn.

Other relevant points: A worked denominator example or distinction between prediction and guarantee may be developed.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. has worked. Since introduces the starting point of a situation continuing into the present. [1 mark]

ii. A. Neither. Neither of the two means not one and not the other; it matches both being reusable. [1 mark]

iii. B. should. It expresses advice, consistent with helpful but not compulsory. [1 mark]

8 Editing 4 marks

i. are → is. A period of time treated as one amount normally takes a singular verb. [1 mark]

ii. a → an. Assistant begins with a vowel sound. [1 mark]

iii. which → where. Where introduces a relative clause referring to the place; accept in which only if the required single-word correction is not being enforced. [1 mark]

iv. repairs → repaired. Yesterday calls for a completed past form. [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. Devika requested Kabir to share the worksheet. A reported request takes object + to-infinitive. [1 mark]

ii. The clockmaker said that she would return the next/following day. Accept he if the speaker is interpreted as male; will becomes would and tomorrow shifts in a later report. [1 mark]

iii. We must explain what the model predicts. What the model predicts functions as the object of explain. [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

Interact in English Literature Reader, revised February 2023, PDF page 22. Window: The … dwellings..

i. The visitor who narrates the story and drives the boys. [1 mark]

ii. Poleta. [1 mark]

iii. A modest home or humble dwelling. [1 mark]

iv. A large red-roofed villa, later revealed to be a hospital. [1 mark]

B Virtually True

Interact in English Literature Reader, revised February 2023, PDF page 96. Window: Not … thinking..

i. A virtual-reality visor and glove; both for 1. [1 mark]

ii. Controlling the game's action through thought. [1 mark]

iii. Excitement/enthusiasm about the additional capability. [1 mark]

iv. A character's account: the enthusiastic evaluation describes Michael's experience rather than giving operating instructions. [1 mark]

C Not Marble, nor the Gilded Monuments

Interact in English Literature Reader, revised February 2023, PDF page 121. Window: But … time..

i. It has been left uncared for or neglected. [1 mark]

ii. Time is personified as an unclean, neglectful agent that soils stone. [1 mark]

iii. It refers to honour or remembered distinction, not literal light emitted by a person. [1 mark]

iv. The comparison begun by more bright in the preceding line. [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. Jacopo's lively movement and Nicola's steady, engaging smile distinguish the brothers as individuals. The contrast preserves ordinary childhood energy within their serious lives, preventing the reader from seeing them only as identical symbols of endurance or sacrifice. [2 marks]

Content 1: contrasting individual manner and retained boyishness. Expression 1.

ii. The actors start together but must meet at one precise spot. Patol Babu calculates that his five steps require a quicker pace than the hero's four, turning the planned collision into a practical problem of timing and coordinated movement. [2 marks]

Content 1: shared start/fixed collision point and adjusted pace. Expression 1.

iii. The cottage's name means wild animals, and its tiger-lilies keep the hunt visible in a decorative form. These details quietly advertise the source of Mebbin's unexpected property, allowing the narrator's joke to survive beneath her friends' admiring innocence. [2 marks]

Content 1: Les Fauves/tiger-lilies and concealed financial link to the hunt. Expression 1.

iv. The sentence runs beyond the line before supplying the verb and desert location. The pause first makes the vast legs seem suspended as an isolated image, then places them within the landscape, unfolding the ruin through successive visual details. [2 marks]

Content 1: carried syntax/withheld verb and staged visual disclosure. Expression 1. Accept other supported effects.

v. Amelia treats loyalty to Dr Pringle as more important than obtaining confirmation when he is unavailable. Her formal phrase makes an avoidable failure sound respectable, while the later discovery that Abel is alive exposes the danger of that convenient certainty. [2 marks]

Content 1: unavailable doctor/alternative not sought and respectable excuse disproved. Expression 1.

vi. Brutus has justified killing Caesar by claiming to protect Roman freedom. The crowd immediately wants to elevate him into Caesar's place, revealing attachment to another commanding figure rather than the independent republican judgement his argument supposedly encourages. [2 marks]

Content 1: freedom argument contrasted with desire for replacement ruler. Expression 1.

12 Long answer 8 marks

A Model response

Patol Babu's choice should not become a rule imposed on other artists. The story makes clear that he needs money and has struggled to earn a living. His satisfaction after the shot therefore represents a particular personal experience, not proof that artistic labour has no financial value.

He has prepared movement, timing and expression with care. He also wonders whether the film workers can appreciate the imagination behind the performance. That concern makes recognition important; it does not authorise a teacher or employer to withhold agreed payment.

His departure asserts his freedom to value the completed work in his own way. Requiring every committed artist to imitate it would remove precisely that freedom. A teacher can praise his attention and revived confidence while still recognising that performers deserve fair terms. The text invites us to honour an individual's fulfilment, not to turn admiration into an excuse for expecting unpaid work from everyone.

Content 4: Textual financial need 1; evidence of skilled preparation/recognition 1; personal choice distinguished from imposed rule 1; justified principle of fair terms and artistic autonomy 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

Cassius's offer gives Antony a possible place within the new order, but a position is not an explanation of the killing. It addresses what Antony might gain rather than whether the conspirators can justify what they have done. The difference matters because political agreement should not depend only on sharing rewards.

Antony asks why and in what respect Caesar was dangerous. Brutus replies confidently that their reasons will satisfy him. Yet Cassius has already spoken of new honours, as though including a powerful survivor might secure his cooperation. Antony's exchange with the bloody hands also makes personal loyalty difficult to set aside through a promise of influence.

The scene therefore separates opportunity from accountability. Antony may appear to make peace while still demanding reasons. An ethical public settlement would need evidence and an answer to the harm committed, not merely a profitable place for someone whose opposition the new leaders fear.

Content 4: Cassius's offer accurately identified 1; Antony's specific demand for reasons 1; loyalty/bloody-hands context 1; evaluated distinction between reward and accountability 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 13