PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 10

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. An oversimplified map feature that overlooks the pond's history and connections. [1 mark]

ii. B. Visits from a fixed viewing point. [1 mark]

iii. The caretaker's photograph reveals that the pond once extended farther, adding a historical dimension. The gardener identifies the rainwater entry point, showing a practical connection to surrounding land that a simple outline on the plan does not explain. Award 1 for history + 1 for water connection. [2 marks]

iv. It suggests moving the seating and checking water flow rather than rejecting every improvement. [1 mark]

v. A. An evaluation based on relevant information. [1 mark]

vi. False. The teacher explicitly distinguishes delay from permanent protection. [1 mark]

vii. Postponement creates time for assessment but does not settle the pond's future. Continued records and participation can keep decisions informed, test proposed changes and ensure that an initial response is followed by sustained attention rather than forgotten celebration. Award 1 for temporary nature of delay + 1 for sustained informed involvement. [2 marks]

viii. interfere [1 mark]

ix. C. Informed decisions begin with careful attention. [1 mark]

x. It returns to the plan/drawing but changes the pond from a marginal symbol into a place deserving informed decisions. [1 mark]

2 Text and data 10 marks

i. B. Repair basics (60 of 120). [1 mark]

ii. It counts workshop selections; students choosing two are counted twice. [1 mark]

iii. If each of the one hundred and twenty respondents selected one workshop, there would be one hundred and twenty selections. The sixty additional selections must each come from a second choice, so sixty students selected two workshops. Award 1 for baseline 120 + 1 for 180 − 120 = 60. [2 marks]

iv. 20 (50 − 30). [1 mark]

v. No. The table does not show pairs of choices. [1 mark]

vi. equipment [1 mark]

vii. Selections indicate interest but do not establish the cost, equipment needs or available supervision for a workshop. Consulting instructors helps organisers match demand with practical resources so that popular sessions can be provided responsibly rather than promised prematurely. Award 1 for resource limits + 1 for consultation/practical planning. [2 marks]

viii. False. Each could select one or two. [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

10 April 2026

Subject: Optional subject change

Sir

Please consider changing my optional subject from Computer Applications to Information Technology, subject to school rules and availability. Its practical work matches my interests. I shall complete any required formalities promptly.

Yours obediently

Ananya Roy, X A

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 field notebook is A5 in size and has a green waterproof cover. Spiral binding holds its one hundred ruled pages. Each page has boxes for the date and location at the top, while graph sheets are provided at the back. An elastic loop holds a pencil. The eco-club uses the notebook for observations, with the printed boxes helping members identify when and where a record was made.

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

25 Garden Road

Bhubaneswar

8 January 2027

The Parks Officer

Municipal Office, Bhubaneswar

Subject: Assessment before pond-side construction

Madam

A proposed seating area beside our neighbourhood pond may affect the route through which rainwater enters. Residents have photographs suggesting that the waterline has changed, but we need expert interpretation before drawing conclusions.

Please arrange an assessment and consult local users before finalising the layout. Moving the seating or modifying the path may allow improvement while protecting important connections. Kindly share the proposal and a date for discussion so that observations can be considered constructively.

Yours faithfully

Ananya Roy

B. Model response

2 Station Lane

Bhubaneswar

8 January 2027

The Principal

PAUL ACADEMY, Bhubaneswar

Subject: Proposal for an inclusive skills fair

Sir

I propose a school skills fair featuring practical, artistic and academic activities. Repair demonstrations, storytelling and observation displays would allow students with different strengths to contribute.

Please invite trained adults to supervise activities and provide preparation time for beginners. Participation could be organised through mixed groups, with feedback on effort, explanation and cooperation rather than a single competitive rank. A short student survey would help identify interests before rooms and equipment are allocated.

Yours obediently

Yusuf Ali

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

Small places deserve attention

By Ananya Roy

A small pond or green corner may look insignificant on a development plan. Yet size alone tells us little about its connections with the surrounding community and landscape.

Before changing a place, students can record what they observe from safe, supervised positions. Old photographs and local knowledge may suggest useful questions, while expert advice is needed to interpret effects that observation alone cannot establish.

Protecting a place does not always mean refusing every improvement. A path or seating area may be redesigned after the right questions are asked. Consultation allows practical needs and environmental concerns to be considered together.

Attention must continue beyond the first campaign. Records, maintenance and follow-up discussions help a promise become a lasting arrangement. Thoughtful decisions begin when something easily overlooked is treated as worthy of understanding.

B. Model response

More than one way to contribute

By Yusuf Ali

A school community needs many abilities, but recognition sometimes follows only the most visible result. A student who explains patiently, repairs carefully or tells a compelling story may contribute in ways a single rank cannot capture.

A skills fair can make this variety visible. Mixed groups can combine observation, practical work and communication, while trained adults guide activities that require specialist knowledge. Preparation time gives beginners a fair opportunity to participate.

Feedback should describe what students did well and what they can improve. Comparing every activity through one scale risks hiding the qualities that make each worthwhile. Cooperation also deserves recognition when a group’s result depends on shared effort.

Education should help students discover possibilities and respect other people’s expertise. A community grows richer when contribution has several forms and every form receives thoughtful attention.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. A. visits — regular present routine. [1 mark]

ii. C. several — plural countable sheets. [1 mark]

iii. B. should — advice. [1 mark]

8 Editing 4 marks

i. are → is [1 mark]

ii. which → who; accept that [1 mark]

iii. means → mean [1 mark]

iv. returns → returned [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. Ananya said that she had recorded the waterline that day. [1 mark]

ii. Yusuf asked Ananya where she had put the notebook. [1 mark]

iii. The teacher requested us to remain behind the fence. [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 Patol Babu, Film Star

Literature Reader, PDF page 88; quotation checked against supplied textbook.

i. Financial payment and deep artistic satisfaction. [1 mark]

ii. His departure is not explained by wealth; satisfaction temporarily outweighs a real financial need. [1 mark]

iii. A brief or low-status role can still demand excellence and provide fulfilment. [1 mark]

iv. He leaves without waiting to receive payment. [1 mark]

B Snake

Literature Reader, PDF page 145; quotation checked against supplied textbook.

i. The snake. [1 mark]

ii. Simile. [1 mark]

iii. It has natural dignity/majesty that human treatment has failed to recognise. [1 mark]

iv. It marks a return to admiration after the shameful act of throwing the log. [1 mark]

C The Rime of the Ancient Mariner

Literature Reader, PDF page 139; quotation checked against supplied textbook.

i. His fellow sailors, old and young. [1 mark]

ii. To mark his blame/guilt for killing it and for the suffering attributed to that act. [1 mark]

iii. A symbol of guilt and a burden of responsibility. [1 mark]

iv. The once-welcomed companion becomes a sign of condemnation directed at its killer. [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. The nurse describes war, loss and Lucia's illness, but also reports steady payments and progress in treatment. Hope therefore rests on sustained action within severe difficulty, making the brothers' resilience meaningful rather than presenting their suffering as easily solved. [2 marks]

ii. Her reference to incidental expenses hides the humiliating price of Miss Mebbin's silence. The understatement allows the reader to recognise a costly moral defeat beneath polite language, making the ending more satirical than a direct confession would be. [2 marks]

iii. The postmaster believes he has seen Ali, but learns that Ali died months earlier. The narration presents his doubt and possible explanations without settling them, keeping attention on remorse and newly awakened sympathy rather than a definite supernatural proof. [2 marks]

iv. John has become confident because plots seem to arrive when needed. Helen's account attributes that inspiration to organised ghostly labour, undermining his belief in independent genius and making his apparent creativity depend on help he had never acknowledged. [2 marks]

v. The email offers gratitude and proposes meeting, giving the extraordinary rescue a continuing human relationship. Sebastian's request that Michael keep the games also recognises his effort, shifting the ending from a record score towards friendship and mutual acknowledgement. [2 marks]

vi. Brutus permits Antony to address the crowd after his own speech, trusting stated conditions and his earlier reasoning. He underestimates Antony's loyalty and persuasive skill, allowing a carefully shaped emotional response to overturn the public acceptance he has gained. [2 marks]

12 Long answer 8 marks

A Model response

Both texts show a change in perception transforming an ordinary object into a source of moral or artistic meaning. To the postmaster, letters initially belong to an administrative routine. Ali's hope appears inconvenient because he does not recognise the feelings attached to the expected message. Anxiety for his own daughter later enables him to see each envelope as carrying a human heart. His changed attention exposes his earlier cruelty.

Patol Babu first sees his single syllable as evidence that the film crew is humiliating him. Remembering his mentor, he experiments with tone, gesture and timing. The same small sound then becomes rich enough to demand imagination and disciplined work. His satisfaction comes from fulfilling that discovered possibility.

Neither change requires the thing itself to become larger or more expensive. What changes is the person's capacity to attend. The stories suggest that empathy and craftsmanship begin when routine judgement gives way to patient understanding of what an apparently small thing contains.

Content 4: Postmaster's routine view and changed empathy 1; Patol's disappointment and interpretive effort 1; comparison of changed perception 1; evaluated meaning of ordinary things 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

The exhibition could question both expensive display and unquestioned human superiority. Shakespeare's sonnet contrasts princely monuments with a poem that preserves a beloved person's memory. Marble and gilding appear grand, yet neglect and war can damage them. A display could therefore place images of monuments beside readers' responses to remembered words, asking whether greatness lies in material scale or enduring human attention.

Snake invites another reconsideration. The speaker's learned voices encourage killing, but his own admiration recognises the creature as a guest and later as a king in exile. His regret exposes the smallness of an action performed under supposedly superior human education. A second display could contrast those competing responses and invite reflection on respectful observation of living things.

The two poems do not offer identical arguments. Together, however, they encourage humility about familiar rankings. Greatness may involve preserving memory or recognising dignity where prejudice and display have prevented us from seeing it.

Content 4: Sonnet's monument/verse contrast 1; justified first exhibition idea 1; Snake conflict/dignity and second idea 1; evaluated connection/distinction about greatness 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 10