PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 11

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. B. Yesterday's surplus cannot predict every later demand. The opening paragraph contrasts leftovers with uncertain future arrivals. [1 mark]

ii. Friday. Paragraph 2 explicitly compares the timing of demand on these two days. [1 mark]

iii. An empty shelf shows that the baked rolls were sold, but it does not show whether everyone obtained what they wanted. Recording unfulfilled requests reveals customers who were turned away and makes the apparent success less complete. [2 marks]

Marks: sales exhausted 1; unmet requests remain invisible 1. Support: paragraph 2.

iv. People with unpredictable routines might be disadvantaged by having to visit before five. Paragraph 3 identifies this access problem. [1 mark]

v. B. hide from view. The shelves can hide unmet demand or unnecessary production. [1 mark]

vi. False. Meena keeps a few unreserved portions for people unable to order earlier. [1 mark]

vii. The downpour leaves some reserved rolls uncollected, showing that an expressed intention is not a certain purchase. Meena therefore treats reservations as useful information and asks customers to cancel, rather than claiming that uncertainty has disappeared. [2 marks]

Marks: reservation does not guarantee collection 1; adjustment/cancellation response 1. Support: paragraph 4.

viii. abundance. It describes the opposite of a permanently empty shelf. [1 mark]

ix. C. Listen before deciding. Records and customer feedback guide changing production decisions. [1 mark]

x. They should cancel if their plans change, so Meena can adjust production or availability. [1 mark]

2 Text and data 10 marks

i. C. Rs 105. Two shortenings cost 2 × 45 = 90; one button repair adds 15. [1 mark]

ii. Rs 20, once per order; it is not charged separately for all three garments. [1 mark]

iii. Cutting removes material, so a mistaken length cannot be reversed merely by taking out the stitches. Approval allows an adult to check the proposed change before the tailor carries out a step that is difficult to undo. [2 marks]

Marks: material is removed/irreversibility 1; prior check prevents avoidable error 1. Support: final two sentences.

iv. Rs 45: 15 + 30. The notice says charges for separate services are added. [1 mark]

v. working. The notice does not say three calendar days. [1 mark]

vi. D. Buy a new uniform. The notice explicitly excludes new uniform sales. [1 mark]

vii. The student must ensure that the garments are clean and label them with the student's name. Clean clothing meets the counter's acceptance rule, while a name label allows each item to be associated with its owner. [2 marks]

Marks: clean garments 1; student-name labels 1. Do not require additional invented conditions.

viii. False. The Rs 20 surcharge applies once to the whole order. [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

25 November 2026

Subject: Duplicate identity card

Madam

Please issue a duplicate identity card; mine was lost during a bus journey. I shall submit the photograph and prescribed fee. Kindly provide temporary identification meanwhile.

Yours obediently

Rhea Nair, X B

Other relevant points: A brief request for the replacement procedure or a temporary signed slip; no invented claim that another person misused the card.

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 mechanical kitchen timer has a circular red casing and a white dial marked from zero to sixty minutes. A black pointer indicates the selected interval. A ridged ring surrounds the dial, while a magnet is fitted to the back. The timer has no digital screen. Its bell rings when the selected interval ends. The dial, pointer and ring form the front of the object, and the magnetic surface is at the rear.

Other relevant points: Reorder the supplied physical and functional details logically. Do not add battery life, dimensions or accuracy claims.

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

17 Lotus Road

Chennai

25 November 2026

The District Education Officer

Chennai

Subject: School uniform exchange

Madam

Some families replace uniforms while serviceable garments remain unused elsewhere. Please support a school exchange that accepts clean, sound garments and sorts them by size.

Requests should be handled privately through a designated teacher. Neutral collection points and the same eligibility rules for everyone would prevent embarrassment or favouritism. Schools could publish availability without naming recipients and check whether sizes match actual need. Kindly issue guidance and invite interested schools to pilot the scheme.

Yours faithfully

Rhea Nair

Other relevant points: Private size requests, agreed collection dates and a review of unused stock are relevant.

B. Model response

9 Harbour Street

Chennai

25 November 2026

The Food Services Officer

Municipal Office, Chennai

Subject: Access to fair handwashing points

Sir

At the community fair, storage crates from nearby stalls obstruct the marked handwashing points. Visitors must squeeze past the crates, and some leave without reaching the taps. The facility exists but is difficult to use.

Please inspect the arrangement with the organisers and stallholders. A clear access strip, designated storage areas and regular checks during busy hours would help. Readable directions should show visitors where to wash. Kindly arrange action before the next fair evening.

Yours faithfully

Ishan Rao

Other relevant points: A shared closing check or a named reporting contact may supplement the specific access request; avoid unsupported disease statistics.

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

The uniform should not label the learner

By Rhea Nair

A school uniform is meant to suggest belonging. It should not become a daily announcement of what a family can afford. Comments about faded cloth or repaired hems can make a learner feel watched rather than welcomed.

Schools can offer discreet support through a designated teacher and accept usable garments through an exchange. Clear standards for cleanliness and condition protect everyone's dignity. Recipients should not be photographed or thanked publicly as though assistance were a performance.

Students can help by refusing to turn clothing into a measure of friendship or ability. Teachers should respond promptly to teasing and explain the purpose of common rules.

Belonging becomes visible through how people are treated. A uniform serves education best when it reduces social distance rather than creating another way to rank classmates.

Other relevant points: Confidential assistance and challenging assumptions about family circumstances can be developed.

B. Model response

A hygienic fair needs usable facilities

By Ishan Rao

Installing a tap is only the beginning of providing a handwashing facility. At a crowded fair, visitors must also be able to find it and reach it without crossing storage piles or narrow service lanes.

Organisers should place clear directions at entrances and keep an open approach to washing points. Stallholders need separate storage space so that cooperation is practical. A volunteer can report blocked routes, empty supplies or damaged fittings during busy periods.

Visitors share responsibility by leaving the facility usable and keeping queues orderly. Instructions should be short and readable, with pictorial guidance where useful.

Good arrangements are tested during the event, when crowds reveal problems a plan may miss. Checking access and responding quickly helps an ordinary facility fulfil its intended purpose.

Other relevant points: A practical maintenance rota or access review during peak periods can be developed.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. was checking. The past continuous describes the action in progress when the past interruption occurred. [1 mark]

ii. C. any. “Hardly any” means almost none and works with plural customers; the other options do not fit this construction. [1 mark]

iii. A. must not. The rule prohibits leaving the operating oven unattended. [1 mark]

8 Editing 4 marks

i. depend → depends. The head of the subject is singular price, not plural repairs. [1 mark]

ii. much → many. Requests are plural countable nouns. [1 mark]

iii. whom → who; accept that. The relative pronoun is the subject of shortened, not its object. [1 mark]

iv. has → had. Closing occurred before the later past arrival, so use the past perfect. [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. The supervisor instructed the assistant to keep the receipt. A reported command uses object + to-infinitive. [1 mark]

ii. Rhea said that she could not collect the uniform that day. Can becomes could and today becomes that day in this later report. [1 mark]

iii. The clerk has confirmed that our order is ready. The that-clause functions as the object of confirmed. [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: Nicola … midnight..

i. Nicola remains awake and upright, while Jacopo sleeps against his shoulder. [1 mark]

ii. They are waiting for the last bus from Padua, whose passengers may buy the papers. [1 mark]

iii. It gives the exhausted younger boy a place to rest; accept physical comfort/protection. [1 mark]

iv. It places the boys' waiting at an hour normally associated with rest and stresses their exhaustion. [1 mark]

B A Shady Plot

Interact in English Literature Reader, revised February 2023, PDF page 57. Window: It … together..

i. The ghost's body is gradually taking shape in separate parts. [1 mark]

ii. An arm or a leg; either earns 1. [1 mark]

iii. The word like explicitly compares the ghost's formation with a cartoon being put together. [1 mark]

iv. He treats an impossible supernatural appearance as if it were an ordinary assembly problem. [1 mark]

C The Frog and the Nightingale

Interact in English Literature Reader, revised February 2023, PDF page 109. Window: Neither … elation..

i. They strongly want the frog to stop singing/croaking. [1 mark]

ii. Stopped or silenced. [1 mark]

iii. It makes the frog continue imposing an unpleasant sound despite repeated objections. [1 mark]

iv. The frog feels joy/pride in a performance that causes others irritation or distress. [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. Patol Babu buys red chillies instead of onion seeds and forgets the aubergines. These ordinary mistakes show how thoroughly the unexpected acting opportunity occupies his thoughts, interrupting a familiar routine before he even meets the film representative. [2 marks]

Content 1: wrong purchases/forgotten item and inference of absorption. Expression 1: coherent, accurate response.

ii. Ben has never had the brother whom Amelia invents to explain the mourning clothes. Conflicting prompts from the sisters force him to improvise a name, making the deception visible through hesitation rather than through a direct accusation. [2 marks]

Content 1: invented brother and incompatible prompts/hesitation. Expression 1.

iii. Calpurnia offers to let the decision to stay home be blamed on her fear rather than Caesar's. She prioritises protecting him, whereas his concern with appearing fearless makes that compromise necessary and reveals the pressure of public identity. [2 marks]

Content 1: her offer to take the blame and his concern with appearing fearless. Expression 1.

iv. The comparison presents the postmaster's face as dull and expressionless. Its comic bluntness establishes an emotionally unresponsive official before the story tests that detachment, preparing a contrast between outward routine and the human feeling he has yet to recognise. [2 marks]

Content 1: expressionless appearance and its characterising function. Expression 1. Do not require calling him literally a pumpkin.

v. Michael admits that his homework can look fantastic on the computer even when its content is poor. The humorous aside separates polished presentation from genuine quality, qualifying his excited praise of technology with an ordinary schoolboy's candid observation. [2 marks]

Content 1: attractive output despite poor work and the distinction between presentation and substance. Expression 1.

vi. The guest initially protests against the Mariner's physical grip, which is released. Yet the glittering eye holds his attention so completely that he listens like a small child, replacing bodily restraint with a compelling psychological fascination. [2 marks]

Content 1: released hand contrasted with continuing mental hold. Expression 1.

12 Long answer 8 marks

A Model response

Removing minor characters would remove choices that enable other people to act. Nishikanto Ghosh recognises that the physical description required for a film role resembles his neighbour. He gives Naresh Dutt Patol Babu's address and encourages the meeting. He cannot guarantee artistic success, but his attentive recommendation opens a door that Patol Babu could not readily open alone.

Lakshmi Das receives a different responsibility. Ali entrusts him with money and the task of delivering Miriam's expected letter. Later, the clerk helps establish what happened to Ali and accompanies the postmaster to his grave. He connects the father's private request with its eventual fulfilment.

Neither intermediary becomes the central artist or grieving parent. Their importance lies in noticing, conveying and following through. An edited story that retained only its most prominent person would suggest a misleading independence. The supporting characters show that opportunity and care often travel through ordinary people's decisions.

Content 4: Nishikanto's observation and recommendation 1; limits but real effect of his intervention 1; Lakshmi Das's entrusted task and later action 1; evaluated responsibility of intermediaries 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

Dear Designer

Dragonquest gave me an urgent rescue, but I would like Princess Aurora to do more than wait for a hero. Sebastian used her plaits as an escape rope while the dragon pursued us. The route through the battlements and secret passage created excitement, yet she had little voice in deciding it.

In a revised version, Aurora could know the castle's routes and warn us which corridor leads towards the dragon. Let her choose whether to offer her hair or suggest a different resource. The choice could affect the time available and make us consider another person's consent.

Keep the danger and uncertainty: a helpful plan need not guarantee success. Players should listen, divide tasks and revise their route when an obstacle appears. This would preserve the adventure while making rescue a partnership in which the person being helped also has knowledge and preferences.

Yours sincerely

Michael

Content 4: Original plaits/dragon/route details 1; credible active role for Aurora 1; explained choices and consent 1; evaluated shared planning with retained adventure 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 11