PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

CBSE Class 10 English Language and Literature (184)

Complete Answer Key | Key 03

Board Examination 2027

Maximum Marks: 80 Time Allowed: 3 Hours

Marking Guidance

This complete key answers all alternatives; candidates attempt only the choices specified in the paper. Accept relevant, accurate equivalent responses. Retain the better-scoring response when an extra answer is attempted. Award no mark for an MCQ with multiple options selected.

For 2-mark responses, award 1 mark for each of the two distinct ideas indicated. For Q8–9: content 2, expression 1; deduct up to 1 overall for language inaccuracies without double deduction. For Q10–11: content 3, expression 2, accuracy 1. Model answers illustrate acceptable responses, not compulsory wording.

Section A Reading Skills — 20 Marks

1. Reading Answers — 10 Marks

I. The heavily used pedestrian lane may receive less map prominence than a broad road used by fewer people. [1]

II. B. A route blocked by one step. [1]

III. B. confirmation of accuracy. [1]

IV. Residents contributed practical knowledge missing from the original draft, but memories could be outdated or inconsistent. Visiting routes and comparing accounts allowed students to check present conditions while retaining valuable information about how people actually used the town. [2]

V. choice / privacy / control over personal accounts. [1]

VI. A contact address for corrections and a date for the next review. Accept either. [1]

VII. C. A smartphone link serves every resident equally. [1]

VIII. Success depends on helping different users make informed choices, rather than displaying the greatest quantity of detail. A useful map reveals relevant opportunities and barriers, recognises varied experiences and remains open to corrections as conditions change. [2]

2. Reading Answers — 10 Marks

I. 40% (80 of 200). [1]

II. C. School bus users. [1]

III. 40 students. [1]

IV. The survey counts students rather than the space occupied by vehicles. Even a relatively small group arriving in separate cars could use considerable road space, so direct observation and vehicle counts are needed before judging pressure at the gate. [2]

V. False. [1]

VI. mixed journeys / journeys involving more than one mode. [1]

VII. B. Route during rain. [1]

VIII. Travel choices depend on distance, accessibility, road conditions and family arrangements, which the table does not fully describe. Averages identify patterns but cannot establish which option suits every student, so recommendations should recognise different circumstances and needs. [2]

Section B Grammar and Creative Writing — 20 Marks

3. Grammar Answers — 10 Marks

I. B. opens [1]

II. Ritu said that she had recorded three interviews. [1]

III. C. any [1]

IV. Error: show; correction: shows. [1]

V. A. could [1]

VI. The guide requested/asked the visitors to wait outside. [1]

VII. had finished [1]

VIII. Error: is; correction: are. [1]

IX. Aman asked Leela if/whether she had saved the recording. [1]

X. A. Each [1]

XI. is explaining [1]

XII. A. should [1]

4. Formal Letter Models — 5 Marks

Format 1; content 2; organisation 1; accuracy 1.

4A Model Response

12 Museum Road
Pune
16 January 2027
The Curator
Town Museum
Pune
Subject: Request for a supervised oral-history project
Madam/Sir,
Our school history club wishes to interview residents about changes in the neighbourhood around your museum. We seek permission to use a quiet room for two supervised afternoon sessions next month. The accounts would help students connect local memories with maps and photographs.
Participation would be voluntary. We would explain the project beforehand, seek consent before recording and allow speakers to decide whether their names appear. A teacher would supervise all sessions, and copies of approved recordings could be offered to the museum.
Kindly suggest suitable dates and any conditions we should follow. We hope this collaboration will preserve useful memories while respecting the people who share them.
Yours faithfully
Ritu Roy

The body of the model letter follows the 100–120-word limit; address and closing conventions are shown in full.

4B Model Response

35 Station Road
Pune
16 January 2027
The Traffic Inspector
Central Traffic Office
Pune
Subject: Pedestrian access near our school entrance
Madam/Sir,
I request a traffic assessment outside our school during the morning arrival period. Vehicles waiting close to the entrance narrow the space available for students approaching on foot. At times, pedestrians have to move around parked vehicles to reach the gate.
Please consider an observation visit between eight and eight-thirty on a working day. A marked drop-off area away from the entrance and a clearly protected walking route may help, subject to your assessment of the road.
Our school can assist by informing parents of any approved arrangement. Kindly advise us on suitable measures and the person responsible for coordinating them. A reviewed plan would be more effective than occasional informal instructions.
Yours faithfully
Aman Verma

The body of the model letter follows the 100–120-word limit; address and closing conventions are shown in full.

5. Analytical Paragraph Models — 5 Marks

Content 2; organisation 2; accuracy 1. Write one connected paragraph without a title.

5A Model Response

The museum's feedback identifies helpful staff as its strongest feature, with eighty-five per cent of visitors rating it positively. Clear labels follow at seventy per cent, while online information receives sixty per cent. Physical access has the lowest positive rating at fifty-five per cent and should therefore receive early investigation. The thirty-percentage-point gap between staff support and access suggests that a welcoming service may coexist with practical barriers. Since each visitor rated every feature, the percentages describe separate measures and should not be added. The museum should ask which access difficulties visitors encountered before selecting improvements. Maintaining strong staff support while addressing the weakest feature would provide a balanced response to the findings.

5B Model Response

Route B is the most suitable choice for the heritage walk because it satisfies both essential conditions while offering four sites to study. Its level paved path supports the participation of the wheelchair user, and the distance of one point eight kilometres stays below the two-kilometre limit. Route A is shorter, but its steps create an access barrier that cannot be ignored simply to reduce walking. Route C offers the greatest number of sites and a level path, yet exceeds the agreed distance by six hundred metres. Therefore, the number of attractions should not determine the decision alone. Route B provides the best balance of accessible movement, manageable distance and educational variety.

Section C Literature Textbook — 40 Marks

6. Prose or Drama Extract Answers — 5 Marks

6A From the Diary of Anne Frank

I. Anne Frank. [1]

II. B. express troubling or personal feelings. [1]

III. expression / relief / release. [1]

IV. Anne seeks a space to express thoughts and feelings that ordinary conversations leave unspoken. Writing therefore becomes a form of confidence and reflection, giving her an imagined listener rather than simply preserving a timetable of everyday activities. [2]

6B Bholi

I. Bholi's teacher's voice. [1]

II. B. She will not be mocked. [1]

III. calming / comforting / reassuring. [1]

IV. A reassuring voice reduces Bholi's expectation of ridicule and makes the classroom feel safer. When speaking no longer seems certain to invite humiliation, she can attempt her name and begin developing confidence through the teacher's patient encouragement. [2]

7. Poetry Extract Answers — 5 Marks

7A The Ball Poem

I. The boy who has lost his ball. [1]

II. A. interfere uninvited. [1]

III. No; another ball cannot replace the lost ball's personal meaning. [1]

IV. The boy needs to confront the meaning of his loss, which money or another ball cannot erase. By not intruding, the speaker respects the emotional experience and allows the child to begin learning responsibility and resilience for himself. [2]

7B Amanda

I. No; this is an imagined identity. [1]

II. B. Amanda's private fantasy. [1]

III. hushed [1]

IV. Amanda imagines being free from constant instructions and scrutiny. Silence and unhurried movement seem precious because they contrast with the controlling voice around her; the fantasy expresses a desire for independence rather than a literal wish to lose her family. [2]

8. First Flight Short Answers — 12 Marks

I. Lencho sees rain as money because it promises a successful harvest and support for his family. The image connects weather directly with livelihood. When rain becomes destructive hail, the same dependence leaves him helpless, revealing how quickly agricultural hope can turn into material insecurity. [3]

II. The pilot wants to reach England and enjoy breakfast with his family, so he enters dangerous clouds despite recognising the risk. His desire narrows his judgement and exposes him to a crisis. The episode suggests that confidence and personal longing should not replace careful assessment. [3]

III. Rajvir is excited by the extensive tea gardens because they are new to him. Pranjol, who has grown up on a tea estate, regards the landscape as familiar. Their different reactions show how experience can make an extraordinary scene seem ordinary to someone who knows it well. [3]

IV. The fog resembles a cat that sits quietly, watching before moving on. This image gives its stillness a living, temporary quality rather than presenting it as fixed scenery. The final departure suggests that the harbour's transformed appearance is only a passing stage in continuous movement. [3]

V. Custard is mocked for wanting safety, while the others advertise their courage. When real danger arrives, however, they hide and Custard confronts the pirate. His earlier wish therefore fails to predict his brave action, exposing the difference between anxious speech and courage under pressure. [3]

9. Footprints Without Feet Short Answers — 6 Marks

I. Griffin's body cannot be seen, but its contact with mud leaves visible traces. The boys follow footprints that appear without an apparent walker. Invisibility therefore conceals his body without removing his physical presence or preventing the surrounding world from revealing evidence of his movements. [3]

II. Matilda sees the ball as a place where clothing and jewellery determine social worth. Instead of appreciating the invitation, she focuses on what she lacks and fears looking poor. Her imagined judgement by others turns an opportunity for pleasure into another reminder of dissatisfaction. [3]

III. Noodle offers accurate observations as small, uncertain thoughts rather than direct challenges. This allows Think-Tank to adopt the correction while claiming it was already his own idea. The strategy reveals Noodle's tact and exposes a hierarchy in which truth must be disguised to be accepted. [3]

10. First Flight Long Answer — 6 Marks

A. Anne and Amanda reveal different consequences of being insufficiently heard. Anne has family and acquaintances but lacks someone with whom she can share deeper feelings, so she turns to Kitty as a patient confidant. Amanda is surrounded by instructions about behaviour, appearance and duties, while her private fantasies seek silence and freedom. In both texts, the presence of other people does not guarantee understanding. Anne responds through reflective writing, whereas Amanda retreats imaginatively into alternative identities. A discussion should therefore distinguish speaking to someone from listening to that person. Guidance and companionship become more effective when they allow honest expression, acknowledge individual feelings and leave room for an independent inner life. [6]

B. His First Flight ends with a definite achievement: the young seagull discovers that he can fly and float, while his family celebrates. The ending resolves the fear established at the beginning and encourages confidence gained through action. The Black Aeroplane ends differently. The pilot lands safely, but the identity of his helper remains unexplained because control reports no other aircraft. This uncertainty invites competing interpretations without confirming one. Both stories move from danger towards safety, yet only the first fully explains the central change. Together, they show that a satisfying narrative can either resolve a practical difficulty clearly or preserve a mystery that keeps the reader thinking after the event. [6]

11. Footprints Without Feet Long Answer — 6 Marks

A. Griffin's discovery demonstrates unusual scientific ability, but his conduct prevents that ability from making him admirable. He uses invisibility to escape after burning his landlord's house, steals food and clothing, attacks a shopkeeper and later frightens or assaults people at Iping. These actions reveal a pattern of treating others as obstacles rather than people with rights. His difficult circumstances may explain his need for warmth and shelter, but they do not justify deliberate cruelty. The story therefore separates intellectual achievement from moral responsibility. A powerful discovery increases the importance of judgement because its effects extend beyond its creator. Griffin has mastered a scientific process without learning how to use it responsibly. [6]

B. Bholi and Matilda both live in worlds where appearance influences how people value them, but their responses lead in different directions. Bholi is dismissed because of her looks and stammer, yet education gradually builds an identity grounded in judgement and self-respect. She ultimately rejects a marriage that requires accepting humiliation. Matilda, by contrast, longs to be admired as wealthy and beautiful, and borrows jewellery to sustain that image. Losing it leads to years of hardship before the final revelation exposes the illusion. Bholi's growth challenges the standards used against her, while Matilda's suffering reveals the cost of accepting superficial standards as the measure of personal worth and social success. [6]