PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 09

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. Choosing the date given by the more confident witness rather than assessing evidence. [1 mark]

ii. A. A building opened in 1989 appeared in a photograph of the same banner. [1 mark]

iii. The building's presence indicates that the event was not earlier than its opening, assuming the photographs show the same occasion. It narrows the possible period but does not identify one year without additional dated evidence. Award 1 for lower time limit + 1 for need for further evidence. [2 marks]

iv. It should represent the archive's actual knowledge honestly, including uncertainty. [1 mark]

v. A. Certain and specific. [1 mark]

vi. False. Photographic details and a dated invitation were also used. [1 mark]

vii. It made the limits of current knowledge visible and invited people to supply further information. This openness brought additional memories and a dated invitation, allowing the team to correct the record rather than defend an unsupported year. Award 1 for openness + 1 for resulting correction. [2 marks]

viii. A dated invitation showing that the year was 1990. [1 mark]

ix. B. Patient revision based on evidence. [1 mark]

x. The pictured procession and the process of establishing an accurate description of it; both for 1. [1 mark]

2 Text and data 10 marks

i. C. 28% (28 of 100 kg). [1 mark]

ii. 18 kg (90 − 72). [1 mark]

iii. The total includes unsuitable items as well as correctly sorted material. Treating all bin contents as successful sorting would hide contamination and exaggerate performance, even though both periods recorded the same overall weight of one hundred kilograms. Award 1 for included contamination + 1 for misleading interpretation. [2 marks]

iv. 18 percentage points (28% − 10%). [1 mark]

v. Clearer labels or a demonstration. [1 mark]

vi. False. It measures sorting, not the later recycling outcome. [1 mark]

vii. The second period shows more correctly sorted material and less contamination within the measured bins. This is encouraging, but the audit cannot isolate the labels' effect or establish what happened after collection, so further checks remain useful. Award 1 for observed improvement + 1 for causal/downstream limit. [2 marks]

viii. seven [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

5 January 2027

Subject: Access to school archive

Madam

Please permit me to consult the school archive during two library periods for our class history project. I shall work under the librarian’s supervision and handle photographs and records carefully.

Yours obediently

Priya Dutta, 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 archival photograph folder has a grey board cover and a black cloth spine. The cover is made from acid-free board and is held closed by an elastic fastening. Inside are ten transparent sleeves. Captions are kept on separate cards rather than written across the photographs. A front label carries the school’s name. The folder is stored flat in a cupboard, with the sleeves keeping the photographs arranged separately.

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

18 College Road

Lucknow

5 January 2027

The Editor

The City Record, Lucknow

Subject: Verify shared historical images

Sir

Old photographs circulate with confident captions, sometimes carrying unsupported dates or claims about communities. A misleading description can turn a useful record into a source of distrust.

Please encourage readers to check the original source, compare evidence and distinguish a personal memory from a confirmed fact. Archives and libraries can help explain uncertainty. Corrections should be shared respectfully and as visibly as the original claim. Responsible remembrance can strengthen understanding across communities rather than deepen suspicion.

Yours faithfully

Priya Dutta

B. Model response

4 Mill Lane

Lucknow

5 January 2027

The Sanitation Officer

Municipal Office, Lucknow

Subject: Support for waste sorting

Madam

Residents in our housing association are unsure which items belong in the labelled collection bins. Mixed contents make the volunteers' sorting work difficult and leave us uncertain about the usefulness of our efforts.

Please provide clear local instructions and arrange a demonstration with the collection team. Signs should use readable words and examples. We propose reviewing bin contents after two weeks to identify remaining confusion. Kindly also explain how correctly sorted material is handled after collection.

Yours faithfully

Aman Verma

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

Memory needs evidence

By Priya Dutta

A remembered event can connect generations, but memory and a confirmed historical record are not always the same. Respectful questioning helps us preserve both experience and accuracy.

When describing an old photograph, ask who made the caption and what supports its date. A building, invitation or independent account may confirm one detail while leaving another uncertain. We should not turn one person's recollection into a statement about an entire community.

School archives can show this process openly. Captions may explain uncertainty and invite further evidence. Correcting an earlier description is an improvement in understanding, not a reason for embarrassment.

Shared history becomes stronger when people can contribute without being treated as unquestionable authorities. Listening carefully and checking fairly allows remembrance to bring communities into conversation rather than trap them in repeated mistakes.

B. Model response

A clean bin is a shared lesson

By Aman Verma

Putting waste into a labelled bin is only useful when people understand what the label means. A successful sorting programme teaches as well as collects.

Instructions should match local collection arrangements and give clear examples. Demonstrations by the workers who handle the material can reveal mistakes that a slogan misses. Residents should be able to ask questions without being mocked for earlier confusion.

Feedback matters after the launch. A simple check of bin contents can show whether labels need revision, while information about later handling prevents sorted material from being mistaken for a guaranteed recycling outcome.

The work is shared, but responsibilities must be clear. Residents, managers and collection teams each need practical information. Steady improvement comes from learning together and respecting the people whose daily labour keeps the system functioning.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. A. had checked — action before another past event. [1 mark]

ii. B. enough — sufficient evidence, uncountable. [1 mark]

iii. C. might — possibility. [1 mark]

8 Editing 4 marks

i. need → needs [1 mark]

ii. which → who; accept that [1 mark]

iii. means → meant; accept mean for continuing general reference. [1 mark]

iv. changes → changed [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. Priya said that she had found that invitation the previous day. [1 mark]

ii. The librarian requested Aman to handle the folder carefully. [1 mark]

iii. Nobody knows when the first label was written. [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 A Shady Plot

Literature Reader, PDF page 67; quotation checked against supplied textbook.

i. His wife, Lavinia. [1 mark]

ii. He expects her to faint at seeing Helen. [1 mark]

iii. Seeing the ghost reassures her that Helen is not the imagined romantic rival. [1 mark]

iv. Reversal of expectation/situational irony. [1 mark]

B Ozymandias

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

i. Other powerful rulers/people of power. [1 mark]

ii. The ruler's claim to supremacy/arrogant self-importance. [1 mark]

iii. Awe or despair at supposedly being unable to equal his achievements. [1 mark]

iv. The ruined statue and empty desert turn his boast into evidence that power cannot outlast time. [1 mark]

C The Frog and the Nightingale

Literature Reader, PDF page 113; quotation checked against supplied textbook.

i. Fear/anxiety under the frog's pressure. [1 mark]

ii. They invite sympathy and show severe emotional distress. [1 mark]

iii. She has lost confidence to resist or question him. [1 mark]

iv. It is destructive coercion rather than caring support for her talent. [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 title awards gentlemanly status to poorly dressed working boys, whose conduct shows devotion and integrity. It challenges the belief that wealth, appearance or social position creates nobility, asking readers to judge people by responsibility and care instead. [2 marks]

ii. Ali asks Lakshmi Das to deliver Miriam's letter to his grave, placing love and faith beyond ordinary postal convenience. The request makes the emotional meaning of communication unmistakable and exposes the inadequacy of treating him as merely troublesome. [2 marks]

iii. John's involuntary facial twitch makes him appear sly when he is actually frightened and embarrassed. The guests and Lavinia read the expression as evidence of concealment, showing how a visible sign can acquire a misleading meaning without context. [2 marks]

iv. Sebastian identifies the jeep and drives while Michael reaches the helicopter and then pulls him aboard. Their survival requires linked actions under pressure, so the rescue becomes a shared achievement rather than a score earned by isolated skill. [2 marks]

v. The empty sands make the king's works unavailable for admiration. Powerful readers may now despair at the fate awaiting their own achievements rather than at his superiority, so the command survives with a meaning its speaker could not have intended. [2 marks]

vi. The bureau makes greed visible through action: moving it allows the audience to watch the Slaters appropriate Abel's property. When he returns, its altered location becomes evidence against their explanations, turning an ordinary object into an instrument of exposure. [2 marks]

12 Long answer 8 marks

A Model response

Hidden information produces both comedy and vulnerability, but its moral role differs in the two stories. In Mrs Packletide's Tiger, the supposed hunt rests on a concealed fact: the bullet killed the goat, while the tiger died from heart failure. Mrs Packletide accepts publicity for a false achievement. Louisa's knowledge then becomes a means of blackmail, and preserving prestige costs Mrs Packletide the price of a cottage.

In A Shady Plot, John conceals Helen because he fears Lavinia's reaction to a ghost. The Ouija messages make that concealment appear to involve a romantic rival. His attempts to protect his wife therefore deepen the misunderstanding. Helen's eventual appearance clears the suspicion and gives John material for a story.

One concealment protects deliberate vanity; the other grows from anxious assumptions. The outcomes likewise differ: humiliation and exploitation in one case, restored understanding in the other. Both suggest that controlling appearances can create problems more serious than the truth itself.

Content 4: False hunt and hidden cause 1; Louisa's exploitation/consequence 1; John's concealment and resolution 1; evaluated distinction and comparison 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

Emotion can open understanding, but it should not replace evidence. Antony's speech in Julius Caesar succeeds partly because he joins feeling to particular claims: Caesar's refusal of the crown, his sympathy for the poor and the wounds on his body. Repeatedly calling Brutus honourable becomes ironic as these details challenge the accusation of ambition. Yet the crowd's rapid movement towards anger also reveals the danger of surrendering judgement to a powerful performance.

In The Letter, the postmaster's anxiety for his own daughter makes him understand Ali's years of waiting. His emotional change corrects an earlier failure to recognise another person's suffering. The facts of Ali's faithful visits had existed all along; empathy finally makes them meaningful.

Together the texts suggest a balanced principle. Feeling helps people notice the human stakes of evidence, while evidence keeps feeling answerable to reality. Trust should grow from compassionate attention and careful judgement rather than from either cold routine or unexamined excitement.

Content 4: Antony's specific evidence 1; persuasive emotion and crowd risk 1; postmaster's empathy and previously ignored facts 1; reasoned balanced response 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 09