PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 16

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. She notices water dripping near instruments and wants to find the caretaker while protecting them. [1 mark]

ii. B. Argue the position they first opposed. Each group must construct the other side’s strongest text-supported account. [1 mark]

iii. Renu's defenders must recognise that the musicians received no warning, while the musicians' defenders must acknowledge the risk to instruments beneath the leak. Each concession adds a genuine constraint that a one-sided account of the decision would leave out. [2 marks]

Marks: missing warning 1; threatened instruments 1. Support: paragraph 2.

iv. The story supplies no evidence that it happened, so adding it would change the evidence. [1 mark]

v. In the possible improvement column, as a proposal for better conduct rather than a reported event. [1 mark]

vi. A. practical limits affecting a choice. The decision must address both the leak and expected room users. [1 mark]

vii. Protecting instruments explains why Renu acted, but it does not remove the inconvenience caused to the musicians. The club can recognise a legitimate purpose while still evaluating how she communicated and what another group experienced because of the decision. [2 marks]

Marks: legitimate protective reason 1; consequences/communication still open to criticism 1.

viii. False. The task is to understand an opposing case through evidence, not to declare moral equivalence. [1 mark]

ix. person. The last sentence states this change. [1 mark]

x. C. Renu had a protective reason but gave the musicians no warning. Both stated facts remain intact while their relationship is evaluated. [1 mark]

2 Text and data 10 marks

i. 5 body sheets: 20 ÷ 4. The cover is additional. [1 mark]

ii. C. 96: (12 ÷ 4 + 1) × 24 = 4 × 24. [1 mark]

iii. Division gives the body sheets for one booklet, not all paper for the order. One cover must be added for each copy, and that per-copy requirement must then be multiplied by the number of copies requested in the table. [2 marks]

Marks: division counts one body only 1; add cover and multiply copies 1.

iv. B: (16 ÷ 4 + 1) × 30 = 150; A uses 96 and C uses 108. [1 mark]

v. 66: 420 − (96 + 150 + 108) = 66. [1 mark]

vi. Covers, which require separate sheets. [1 mark]

vii. The estimate assumes no spoiled sheets and no spare copies. If the operator wants an error allowance, additional paper must be reserved before printing, so the apparent remainder is only the balance under the plan's stated assumptions. [2 marks]

Marks: no wastage/spares built in 1; additional reserve changes available remainder 1.

viii. False. Stapling and ink are expressly outside the paper-count exercise. [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

7 December 2026

Subject: Temporary collection authorisation

Madam

Please authorise my grandmother to collect me on 10–12 December while my parents travel. They will submit her identity and contact details and confirm their consent through the school office.

Yours obediently

Mehul Das, X B

Other relevant points: State that normal school verification will be followed; no invented legal procedure is required.

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

Ms Dipa is an instrument repairer of about forty-five with short curly hair. She wears a blue apron and works at a padded bench. A magnifying lens is mounted on a stand beside her working area. She checks violin strings and turns the tuning pegs. Small tools are arranged in labelled trays. Her observable actions and the organised tools form part of the workshop scene, with the padded surface supporting the instrument during the work.

Other relevant points: A clear sequence of appearance, equipment and work is acceptable; do not invent professional credentials.

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

11 Birch Road

Surat

7 December 2026

The Secretary

Community Sports Club, Surat

Subject: Respectful treatment during coaching

Sir

During beginner sessions, public jokes about players' height and build have made some students reluctant to participate. Feedback should explain a movement or skill rather than turn someone's appearance into entertainment.

Please discuss respectful communication with coaches and provide a contact through whom learners can raise concerns privately. Clear expectations for teammates would also help. We want beginners to ask questions and practise without fearing ridicule. Kindly review the sessions with student feedback after these changes.

Yours faithfully

Mehul Das

Other relevant points: Private feedback, coach training and clear behaviour expectations are relevant; avoid unsupported medical claims.

B. Model response

3 Grove Street

Surat

7 December 2026

The Manager

Sunrise Tours, Surat

Subject: Unannounced sales stop

Madam

Our school itinerary promised a craft demonstration, but the group was taken instead to a sales hall. No craft process was shown, and students were urged to make purchases. The change was not explained before departure.

Please clarify why the educational activity was replaced and propose a suitable remedy for the lost visit. Future itineraries should identify commercial stops and give schools advance notice of changes. Kindly respond to our teacher with the confirmed arrangements rather than another general advertisement.

Yours faithfully

Tara Bose

Other relevant points: A replacement demonstration or proportionate adjustment may be proposed without asserting an invented legal entitlement.

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

Coach the skill not the body

By Mehul Das

A beginner arrives to learn a sport, not to become the subject of a joke about height or build. Public labels can make a practice ground feel like a place of judgement before a learner has even tried the movement.

Useful coaching names an action that can be improved. Explaining a grip, position or sequence gives the player something to work on. Comparing bodies or inviting laughter gives no such direction.

Clubs should tell coaches and teammates what respectful feedback looks like. Learners also need a private way to report repeated ridicule and know that someone will respond. Listening after a complaint matters as much as displaying a code.

Participation grows when practice offers a fair opportunity to learn. A sporting community can challenge students while treating their dignity as part of the session.

Other relevant points: Specific, actionable feedback and a private reporting route are relevant.

B. Model response

A souvenir needs an honest story

By Tara Bose

A visitor may buy an object partly because of the story attached to it. If every item is casually called local handmade work, the buyer cannot distinguish an account of its making from a sales phrase.

Tour organisers should explain whether a stop offers a demonstration, a shop or both. Makers should be able to describe their process without being required to promise what they cannot verify. Clear labels about origin and material help visitors ask informed questions.

Students need not buy something to prove appreciation. Watching patiently, listening and deciding within a budget can be respectful forms of participation. A guide should not turn an educational visit into pressure to spend.

An honest account allows the object to remain meaningful after the journey, because its story can be trusted.

Other relevant points: Transparent stop descriptions, maker attribution and freedom not to buy may be developed.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. C. rehearse. Usually indicates a regular habit, and the plural subject takes the base form. [1 mark]

ii. A. an. Instrument is singular and begins with a vowel sound. [1 mark]

iii. B. must not. The context states a refusal of permission, making this a prohibition. [1 mark]

8 Editing 4 marks

i. needs → need. The plural subject instruments takes need. [1 mark]

ii. little → few. Students are plural countable nouns, so a few fits. [1 mark]

iii. who → whose. Whose introduces possession: the caretaker's keys. [1 mark]

iv. belongs → belong. The embedded clause has plural subject keys; use belong. [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. Tara said that she had sent the revised itinerary. The present perfect normally backshifts to past perfect in this past reporting context. [1 mark]

ii. Unless you inform the musicians, they will arrive unaware. Accept: They will arrive unaware unless you inform them. Unless introduces the condition that would prevent the result. [1 mark]

iii. We must find out who holds the spare key. The noun clause gives the information sought. [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 Mrs Packletide's Tiger

Interact in English Literature Reader, revised February 2023, PDF page 33. Window: She … for..

i. Louisa Mebbin's. [1 mark]

ii. Doing more work than her payment covers. [1 mark]

iii. It exaggerates her concern over even the smallest extra amount of service. [1 mark]

iv. Language expected for fear of a wild animal is applied to a tiny possible financial disadvantage. [1 mark]

B Virtually True

Interact in English Literature Reader, revised February 2023, PDF page 98. Window: Sirens … shut..

i. Jailbreak. [1 mark]

ii. They create urgency and the sense of pursuit closing in. [1 mark]

iii. Guards are approaching or pursuing them. [1 mark]

iv. Retreat is being cut off, increasing pressure to move forward. [1 mark]

C The Frog and the Nightingale

Interact in English Literature Reader, revised February 2023, PDF page 112. Window: Owl … Cristo,.

i. Milady and Cardinal; both for 1. [1 mark]

ii. Bird identities are mixed with aristocratic or grand human titles. [1 mark]

iii. Her performance now attracts a socially prestigious or titled audience, not just ordinary local listeners. [1 mark]

iv. Kent/Trent and Mephisto/Cristo make the catalogue playful and mocking; either explained pair earns 1. [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. He has already granted Luigi the Sunday off, so he personally undertakes the journey instead of cancelling the request or recalling his driver. The choice makes his promised help a commitment of his own time rather than someone else's labour. [2 marks]

Content 1: Luigi's day off and narrator's personal undertaking. Expression 1.

ii. The clerk rapidly recites official titles as if performing a sacred routine, yet the office fails to respond reverently to an actual person's hope. The comparison exposes ceremony without corresponding human attention, making fluent procedure look spiritually empty. [2 marks]

Content 1: ritual-like title recitation contrasted with lack of humane attention. Expression 1.

iii. Gladolia fears the Ouija board and threatens to leave because of it. Lavinia simply permits its destruction as firewood, removing the stated cause of the servant's alarm and showing that this household problem requires a practical decision rather than argument. [2 marks]

Content 1: board is the specific objection and permission to burn it removes it. Expression 1.

iv. The audience cannot automatically reach a word's full meaning, just as it cannot pluck every fruit. The actor must discover the essence and present it intelligibly, making interpretation and communication a responsibility owed to listeners rather than private cleverness. [2 marks]

Content 1: fruit/meaning mapping and actor's communicative responsibility. Expression 1.

v. The ship is now heading north, so the eastern sunrise appears on its right instead of its left. The reversed relative position marks a change from the earlier southward course, giving direction through observed movement rather than a map. [2 marks]

Content 1: northward course with east on right, contrasted with earlier southward course. Expression 1.

vi. Mrs Jordan comments on Abel's possible mental confusion, but Henry replies that his boots were certainly on. His answer addresses clothing instead of the state of mind she means, creating humour through two people answering different questions in one exchange. [2 marks]

Content 1: mental-state comment versus physical-boots reply. Expression 1.

12 Long answer 8 marks

A Model response

Lavinia imagines that an Ouija board could spare a writer the labour of consulting historical books. Talking to figures from the past sounds like an effortless supply of local colour. Within the comedy, however, her excitement does not establish a method for checking the accuracy of anything received.

John's eventual inspiration has a different purpose. After the domestic misunderstanding clears, he sees the experience as material for a ghost story. An extraordinary encounter can become an effective fictional plot without proving a historical claim about another period.

An editor should therefore ask what kind of statement the writer is offering. Imaginative invention may be exactly what a story needs; an account presented as history needs identifiable, examinable support. The distinction does not require mocking imagination. It protects its freedom while making factual claims answerable to evidence. A thrilling shortcut should not silently change the standard by which a reader is asked to believe.

Content 4: Lavinia's proposed shortcut accurately described 1; John's fictional use of experience 1; distinction between invention and historical verification 1; reasoned editorial responsibility towards readers 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

Public reactions supply information about reputation, but they do not settle moral worth. The frog is disliked because his croaking disturbs the bog. He ignores complaints and even thrown objects. His persistence therefore shows determination without consideration; refusing to give up is not automatically an admirable use of character.

Mrs Packletide receives a very different public response. Her photographs circulate widely as though they record a sporting achievement. Yet the arranged conditions and concealed cause of the tiger's death make that celebrated image a poor guide to honest conduct. Approval can reward a story that an audience has not examined.

The contrast defeats two shortcuts: unpopularity need not make stubbornness heroic, and popularity need not make performance truthful. A better judgement asks what a person does, whose needs are ignored and what information the public display leaves out. Ethical evaluation must look beyond either loud objections or flattering attention.

Content 4: Frog's rejected croaking and disregard 1; Packletide's photographed prestige and false impression 1; explicit comparison of opposite public reactions 1; evaluated criteria beyond approval/disapproval 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 16