PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 05

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. Only two students regularly presented it. [1 mark]

ii. Listeners wanted stories and voices from other classes. [1 mark]

iii. Retaining unfamiliar words preserves details of the speaker's experience instead of flattening them into familiar substitutes. Explanations allow listeners to understand while asking them to share responsibility for learning about a language or custom beyond their own. Award 1 for preserving specificity + 1 for accessible shared learning. [2 marks]

iv. Its uncertainty was removed, making a tentative recollection sound like a definite general claim. [1 mark]

v. B. Words limiting the certainty or scope of a statement. [1 mark]

vi. False. It created a rotating schedule because all contributions could not fit. [1 mark]

vii. Published rules make selection depend on permission, relevance and a range of experiences rather than one fluent student's preference. A rotating schedule also shares limited airtime, making exclusion from a single broadcast less likely to become permanent. Award 1 for transparent criteria + 1 for rotation/shared access. [2 marks]

viii. share the microphone [1 mark]

ix. C. Honest variety can matter more than effortless presentation. [1 mark]

x. The speaker's uncertainty/degree of certainty and the limits on generalising the personal account; accept specific cultural words/details where justified. [1 mark]

2 Text and data 10 marks

i. A. Story circle and translation lab (35 + 45). [1 mark]

ii. 5 minutes (80 − 45 − 30). [1 mark]

iii. Together the activities require one hundred and ten minutes, exceeding the eighty minutes available after arrangements. They also cannot run simultaneously because the club has only one room and one supervising teacher, so the plan must select fewer activities. Award 1 for time comparison + 1 for no overlap. [2 marks]

iv. 20 students. [1 mark]

v. Story circle. [1 mark]

vi. careful listening [1 mark]

vii. The group should choose song meanings for the full membership, then split attendance or arrange another date for a second activity. Story circle and translation lab each hold fewer than twenty-six students, so one shared pair is impossible. Award 1 for recognising capacities + 1 for feasible adjustment. [2 marks]

viii. B. No activity can overlap another. [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

4 December 2026

Subject: Change of section

Madam

Please consider transferring me to X B, subject to available space. Revised school transport timings prevent me from attending X A's early remedial period. I shall follow the new timetable promptly.

Yours obediently

Arjun Mehta, 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 club's microphone has a black cylindrical body topped by a silver mesh head. It is mounted on an adjustable desktop stand. A cable enters through the bottom of the body, and a mute button is positioned on the front. A green light indicates that the microphone is active. A foam cover is also available for the head. The adjustable stand allows the microphone to be positioned for a seated speaker.

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

16 Temple Street

Hyderabad

4 December 2026

The Director

Community Cultural Centre, Hyderabad

Subject: Multilingual storytelling event

Sir

Our student club proposes a storytelling afternoon celebrating the languages spoken in our neighbourhood. Short contributions could be followed by translations so that all listeners can participate.

Please allow us to use a room and advise us about suitable dates. We shall obtain contributors’ permission before recording and provide clear time limits. A rotating list of speakers will prevent confident volunteers from occupying every slot. Your support would help students encounter differences through attentive, respectful listening.

Yours faithfully

Arjun Mehta

B. Model response

7 Canal Road

Hyderabad

4 December 2026

The Editor

The Civic Herald, Hyderabad

Subject: Checking before sharing

Madam

Striking headlines circulate rapidly in student groups, sometimes without the original report. A claim based on a small observation can then appear to describe everyone. Repetition makes the message familiar without making it reliable.

Please encourage readers to open the source, check its date and examine what was actually measured. Schools could discuss examples and practise writing accurate summaries. When errors are found, a courteous correction with evidence is more useful than ridicule.

Yours faithfully

Zoya Khan

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

Many languages, one conversation

By Zoya Khan

A shared conversation does not require every person to arrive with the same language. It requires willingness to explain, translate and listen without treating unfamiliar speech as a defect.

Schools can organise short storytelling sessions in home languages, followed by clear translations. A word may carry a custom or memory that deserves explanation rather than hurried replacement. Students should also avoid assuming that one speaker represents an entire community. People within a language group have different experiences.

Participation needs practical fairness. Rotating speaking turns and offering time to prepare can bring quieter voices into the discussion. Permission should be sought before recordings are circulated.

National integration becomes meaningful when difference can be expressed with equal respect. The purpose of translation is to create understanding while keeping people's experiences recognisable, not to make every voice sound identical.

B. Model response

A headline is a beginning

By Arjun Mehta

A headline is designed to attract attention, but it cannot carry every condition attached to a claim. Responsible reading begins when we move beyond it.

Before sharing a surprising message, locate the original source and check its date. Ask who was studied, how information was collected and whether the report describes a possibility or a demonstrated result. A small voluntary survey may reveal useful questions without representing an entire population.

Language matters too. Replacing "may" with "will" can turn cautious evidence into a promise. A fair summary preserves uncertainty and explains important limits.

Students can practise this skill by comparing a headline with the report beneath it. If we discover that we shared an error, we should correct it clearly. Careful communication helps others make informed judgements.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. A. has edited — singular team; present perfect with since. [1 mark]

ii. B. an — vowel sound in assigned. [1 mark]

iii. C. must — requirement. [1 mark]

8 Editing 4 marks

i. contain → contains [1 mark]

ii. whom → who; accept that [1 mark]

iii. was → were [1 mark]

iv. have → had [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. Zoya said that she would check the translation the next/following day. [1 mark]

ii. Arjun asked Zoya if/whether she could hear the recording. [1 mark]

iii. The student whose grandmother taught her the song explained the phrase. [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 Virtually True

Literature Reader, PDF page 95; quotation checked against supplied textbook.

i. Michael. [1 mark]

ii. He has met Sebastian in games while the real Sebastian was unconscious in hospital. [1 mark]

iii. He is processing reported information and has not yet resolved its implications. [1 mark]

iv. It creates mystery and prompts him to reconsider/explain the game encounters. [1 mark]

B Ozymandias

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

i. The traveller, whose account the outer narrator repeats. [1 mark]

ii. The legs lack the statue's main body/torso. [1 mark]

iii. The king reaches us through a later traveller's report of ruins rather than through living authority. [1 mark]

iv. Former scale/grandeur is set against fragmentation and decay. [1 mark]

C The Rime of the Ancient Mariner

Literature Reader, PDF page 138; quotation checked against supplied textbook.

i. Prolonged, monotonous waiting/stagnation. [1 mark]

ii. A simile comparing the becalmed ship and ocean to a motionless painting. [1 mark]

iii. No wind/breeze to move the ship. [1 mark]

iv. They cannot make progress and seem frozen beyond their own control. [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. Their plain food, worn clothing and relentless work suggest that earnings serve a purpose beyond personal comfort. The hospital revelation explains this pattern, showing that their sacrifices sustain Lucia's treatment and making earlier details evidence of loving responsibility. [2 marks]

ii. Lavinia imagines Helen as a romantic rival associated with the Ouija messages. Seeing the actual ghost removes that image, and her satisfied response reverses John's fear that the apparition will make her faint or destroy their marriage. [2 marks]

iii. The headline announces a real boy's recovery, while Michael recognises a name connected with his recent games. Beginning with this puzzle makes readers seek the relationship between hospital events and virtual encounters as the earlier adventures unfold. [2 marks]

iv. By waiting his turn, the speaker first recognises the snake as a guest with a claim to the water. His later attack violates that instinctive courtesy, intensifying his remorse because it betrays a respect he had already felt. [2 marks]

v. Ben tries to console Amelia by saying the situation might have been worse if one of them had died. The remark exposes self-centred relief beneath conventional sympathy, making the family's supposed grief appear awkward and morally shallow. [2 marks]

vi. Antony initially appears to respect Brutus and the conspirators while placing evidence against their accusation beside that praise. Repetition gradually makes the word ironic, allowing him to undermine them without beginning with an openly direct attack. [2 marks]

12 Long answer 8 marks

A Model response

Both texts ask readers to consider how an account reaches them. In Virtually True, Michael presents startling gaming experiences through his own reactions. The newspaper report and Sebastian's later message connect those experiences with an apparently real recovery. Yet Michael's explanation of a stored memory remains a theory within a fantastic story, and the final play on the title keeps the boundary between reality and simulation unsettled.

Ozymandias creates distance in another way. An outer narrator repeats a traveller's description of a broken statue. The ruler's own words survive inside that report, but the surrounding ruins contradict their confident claim. Readers compare the inscription with the material scene rather than accepting authority at face value.

The accounts differ in tone and subject, but neither asks for careless belief. A responsible storyteller supplies revealing details and makes perspective visible. A responsible reader distinguishes observation, interpretation and claim, recognising how narrative structure shapes a judgement.

Content 4: Michael's experience and supporting details 1; theory/uncertainty within fiction 1; Ozymandias framing and contradictory evidence 1; compared reader responsibility 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

Words can carry experiences that listeners have failed to imagine, but their effect depends on how they are received. In The Letter, the post-office workers initially treat correspondence as routine objects and Ali's waiting as an irritation. Only when the postmaster fears for his own daughter does he recognise the emotional life enclosed in each letter. Words acquire human weight through empathy.

Antony deliberately creates such a change in Julius Caesar. He recalls Caesar's actions, questions the charge of ambition and presents the wounded body alongside his speech. His controlled repetition leads the crowd from acceptance of Brutus towards grief and anger.

The difference matters. The postmaster's changed reading encourages care, while the crowd's aroused emotion can become destructive. Feeling moved is therefore not the same as reaching a careful judgement. Both works invite attention to language, but they also show why compassion needs reflection and why persuasive words should be tested against evidence.

Content 4: Postmaster's initial view and empathy 1; Antony's methods and emotional effect 1; distinction between compassionate and volatile response 1; evaluated power/limits of words 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 05