PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 02

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. Short distance did not ensure accessibility. [1 mark]

ii. A steep lane and broken kerbs; both required for 1 mark. [1 mark]

iii. Residents contributed practical knowledge that a simple distance map lacked. The shopkeeper identified a shaded passage, while an older resident explained that a bench was often obstructed, helping students assess comfort and actual usability along the route. Award 1 for local knowledge + 1 for relevant examples. [2 marks]

iv. A. telling a story and permitting her name to be published. [1 mark]

v. impractical [1 mark]

vi. False. It included four of the five buildings. [1 mark]

vii. The revised route sacrifices one building and some speed in order to include more participants comfortably. Its value therefore lies in usable access and shared participation, rather than in covering the greatest number of sites. Award 1 for trade-off + 1 for inclusion. [2 marks]

viii. The club should state that conditions can change and encourage checking/revising the route. [1 mark]

ix. C. Responsive. [1 mark]

x. It invites users to test it and contribute improvements rather than accept it as permanently complete. [1 mark]

2 Text and data 10 marks

i. Local history, with 40 students. [1 mark]

ii. B. Two (one for each group of up to 20). [1 mark]

iii. No. The weaving session accepts only twenty students, so a group of twenty-five exceeds its capacity. The school would need to arrange separate sessions or choose another activity, and any booking must still be confirmed. Award 1 for capacity comparison + 1 for feasible alternative/booking. [2 marks]

iv. 360 rupees (18 × 20). [1 mark]

v. C. Sky gallery — first floor while the lift is closed. [1 mark]

vi. five working days [1 mark]

vii. The table states the normal maximum number of students for each session, not the number of places currently available. A school must request a booking and receive confirmation because other groups may already have reserved places. Award 1 for capacity versus availability + 1 for booking confirmation. [2 marks]

viii. False. Teachers do not count towards student capacity. [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: Bus route change

Sir

Please transfer me from Route 2 to Route 5 from 1 December as my family is moving. I shall submit my new address and transport form before the change.

Yours obediently

Rohan Das, 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

Ms Leela Rao is a museum guide of about fifty. She has short grey hair and wears round spectacles. Dressed in a blue cotton kurta, she carries a folder containing maps. Her speech is clear, and she directs visitors' attention to architectural details. While guiding students, she points to specific features and answers their questions patiently. The maps in her folder support her explanations during the visit.

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

8 Hill Road

Pune

25 November 2026

The Tourism Officer

Pune Tourism Office

Subject: Improvements to heritage route

Madam

Our recent heritage walk revealed faded direction signs and few resting places. Visitors unfamiliar with the area repeatedly asked shopkeepers for guidance. Older walkers found the long stretch without seating difficult.

Please install readable signs at junctions and provide benches at suitable shaded points. A route map showing distances, water points and access barriers would help families plan their visit. These modest improvements would make local heritage more welcoming and encourage visitors to explore responsibly.

Yours faithfully

Rohan Das

B. Model response

19 Garden Street

Pune

25 November 2026

The Manager

Community Book House, Pune

Subject: Enquiry about large-print books

Sir

Our school is expanding its reading programme to include students who find small print difficult. We wish to purchase accessible editions of short stories, biographies and general science books suitable for Class X.

Please send a catalogue showing print size, available titles and prices. Kindly mention school discounts, delivery charges and the time required to supply twenty books. A sample page would help our teachers assess readability before placing an order.

Yours faithfully

Sara Ali

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

Access is part of education

By Sara Ali

A school can open its doors while leaving some learners outside the experience of learning. Small print, inaccessible rooms and instructions delivered in only one form can become barriers even when admission is free.

Inclusion begins with asking students what helps them participate. Readable materials, clear routes and flexible ways of presenting work can enable learners to demonstrate their understanding. These arrangements should be planned as part of ordinary teaching rather than offered reluctantly after a difficulty occurs.

Students also have responsibilities. We can keep passages clear, share notes in usable formats and avoid treating help as a favour that creates dependence.

An inclusive school values participation as well as results. When access becomes everyone's concern, classrooms gain the abilities and perspectives that barriers would otherwise silence.

B. Model response

A visitor's responsibility

By Rohan Das

Tourism brings us into places that other people call home. A memorable visit should leave residents with dignity and surroundings that remain usable after the visitors depart.

We can begin by learning basic local customs and listening to guides. Photographing a building differs from photographing a person; permission should come before turning someone's daily life into an image. Buying from local producers can support skills and livelihoods, provided bargaining remains respectful.

Waste is another test of responsibility. Carrying a reusable bottle and taking litter back are simple actions, while marked paths protect fragile areas from careless footsteps.

Travel offers more than attractive views. It is an opportunity to understand how people live. Courtesy, curiosity and restraint help make that exchange valuable to both visitor and host.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. gave — completed past action. [1 mark]

ii. C. little — uncountable information; insufficient detail. [1 mark]

iii. D. must not — prohibition. [1 mark]

8 Editing 4 marks

i. have → has [1 mark]

ii. which → who; accept that [1 mark]

iii. means → mean [1 mark]

iv. open → opened [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. Sara said that she was preparing a route map. [1 mark]

ii. The guide instructed us not to block the doorway. [1 mark]

iii. The guide explained why the gate was closed. [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 The Letter

Literature Reader, PDF page 45; quotation checked against supplied textbook.

i. Coachman Ali. [1 mark]

ii. His hope persists despite repeated disappointment. [1 mark]

iii. A letter/news from his daughter Miriam. [1 mark]

iv. Their mockery overlooks the love and suffering behind his waiting. [1 mark]

B Not Marble, nor the Gilded Monuments

Literature Reader, PDF page 122; quotation checked against supplied textbook.

i. The poem/the poet's verse. [1 mark]

ii. The beloved's memory will survive through poetry and its readers. [1 mark]

iii. The couplet reaffirms and concludes the claim that poetry preserves the beloved. [1 mark]

iv. Readers/lovers who read and cherish the poem. [1 mark]

C Snake

Literature Reader, PDF page 145; quotation checked against supplied textbook.

i. Throwing a log at the withdrawing snake. [1 mark]

ii. Remorse/self-disgust. [1 mark]

iii. He sees his action as petty and morally unworthy. [1 mark]

iv. Their learned prejudice encouraged aggression against a creature he admired. [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 bitter cold makes Ali's daily journey physically demanding and highlights the warmth of the love sustaining him. The contrast intensifies his loneliness while showing that his patient hope survives hardship and the indifference of others. [2 marks]

ii. Ghosts usually frighten human beings, but Helen complains like an overworked employee and announces a strike. Her practical grievances turn supernatural terror into workplace comedy, while the supposedly independent writer discovers his dependence on unseen help. [2 marks]

iii. Michael initially enjoys games for their excitement and scores, but Sebastian's appeals give them a personal purpose. He returns after repeated failures because rescuing another boy matters, turning entertainment into an act of persistence and concern. [2 marks]

iv. The inscription commands powerful rulers to despair at Ozymandias's supposedly incomparable achievements. Yet the surrounding emptiness reveals that those works have disappeared, so the boast now demonstrates the defeat of pride rather than the permanence of power. [2 marks]

v. The sailors condemn the killing when they believe the bird brought the breeze, then approve it when the fog clears. Their judgement follows immediate advantage rather than a consistent principle, making their response self-serving and unstable. [2 marks]

vi. Decius replaces Calpurnia's warning with a flattering picture of Caesar nourishing Rome. He also invokes the proposed crown and the fear of appearing cowardly, appealing to Caesar's ambition and pride until caution seems humiliating rather than wise. [2 marks]

12 Long answer 8 marks

A Model response

Knowledge can help people recognise manipulation, but it must be accompanied by judgement and the courage to question pleasing advice. The nightingale has genuine musical ability and receives enthusiastic applause. Yet she accepts the frog's claim to expertise without testing his motives. Her dependence on approval allows him to dictate exhausting practice and commercial demands.

Caesar also receives information that should encourage caution. Calpurnia's dream and the strange events trouble her, but Decius offers a flattering reinterpretation. The prospect of the crown and the suggestion that senators might mock his fear influence Caesar's decision.

Both characters become vulnerable when they allow another person to define their worth. Their situations are different, yet each needs independence, careful attention to evidence and willingness to disappoint an adviser. A learner or leader should therefore ask who benefits from a recommendation. Confidence becomes useful when it supports reflection, rather than making praise feel like proof.

Content 4: Nightingale's ability and dependence 1; Caesar's warnings and response to Decius 1; comparison of manipulation 1; justified additional qualities/application 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

Abel's decision answers a family that has confused care with possession. While he is believed dead, Amelia and Henry move his bureau and clock downstairs. The relatives discuss appearances, insurance and inheritance while showing little urgency about his supposed death. Their mourning becomes a performance rather than an expression of love.

When Abel returns, their explanations expose the deception. Their sudden willingness to house him becomes especially suspect once he connects his property with the person caring for him. He chooses to change his arrangements and marry Mrs John Shorrocks, asserting control over his own future.

A welfare committee should recognise that he is a person entitled to preferences, not merely an estate to divide. Genuine care requires listening, truthful dealings and regular attention that is not conditional on inheritance. The play's humour sharpens a serious judgement: family membership creates responsibilities, but it cannot replace respect for an older person's independence.

Content 4: Appropriation and false mourning 1; exposure and conditional offers 1; Abel's chosen future 1; reasoned principle of care 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 02