PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 17

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. Its pale line failed to remain visible in the enlarged print; paragraph 1 identifies the printing fault. [1 mark]

ii. B. Route availability also depends on time. The path is locked at sunset. [1 mark]

iii. The path behind the market is available during the day but closes at sunset. The delivery road stays open, yet walkers share its edge with unloading vehicles. A choice therefore involves both opening time and the conditions of walking. [2 marks]

Marks: daytime restriction 1; delivery access and shared-vehicle condition 1. Support: paragraph 2.

iv. A key explains both symbols in words; paragraph 3. [1 mark]

v. Too much detail would obscure route information needed by first-time walkers. [1 mark]

vi. B. the route and its printed hours. Moving the hours beside the path addresses it. [1 mark]

vii. The test identifies a specific problem: the opening hours were easy to miss when placed away from the path. Correcting that arrangement is justified, but two successful users would not prove that every future walker will understand the guide. [2 marks]

Marks: identifies a particular usable correction 1; rejects universal proof from small test 1.

viii. first-time. This purpose controls selection in paragraph 3. [1 mark]

ix. False. It remains open; the daytime path is the route locked at sunset. [1 mark]

x. C. Reading the actual printed route line. The opening fault occurred between file and print. [1 mark]

2 Text and data 10 marks

i. 90 minutes: 2:15 to 3:45 p.m. [1 mark]

ii. B. Maple. Its capacity is eight and its ninety-minute block begins after 2 p.m. [1 mark]

iii. Cedar holds ten people, so eight can fit, but its complete block lasts only sixty minutes. The group needs at least seventy-five uninterrupted minutes, and the notice does not permit extending or combining part of a booking block. [2 marks]

Marks: sufficient capacity 1; 60 below 75 and no extension 1.

iv. Pine: capacity fourteen, with a one-hour block ending at 2:30 p.m. [1 mark]

v. Its block ends at 4:30 p.m., later than the required 3 p.m. latest finish. [1 mark]

vi. 3:45 p.m., the block’s stated finish. [1 mark]

vii. The notice permits only complete blocks, so the group cannot book just Pine’s final thirty minutes. Even if division were allowed, that period would still be shorter than the seventy-five uninterrupted minutes required for its meeting. [2 marks]

Marks: no divided blocks 1; 30 minutes also insufficient 1.

viii. False. Facilities are stated to be identical; the exercise uses time and capacity only. [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

9 December 2026

Subject: Replacement of atlas

Madam

Rain damaged the borrowed atlas in my bag. Please permit me to provide the same edition as replacement. Kindly advise how the librarian should record its return and replacement.

Yours obediently

Sana Ali, X C

Other relevant points: Acknowledge responsibility and seek the librarian’s instructions; do not invent a fixed fine.

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 folding walking stick has a black metal shaft made of three connected sections. Its grey handle carries a wrist loop, and a rubber tip covers the lower end. Height markings appear on the shaft. When folded, the sections fit into a cloth sleeve. The handle, shaft and tip form its main visible parts, while the sleeve holds the folded stick for carrying.

Other relevant points: Describe visible construction and storage without promising medical suitability.

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

14 Lotus Road

Bhopal

9 December 2026

The Manager

Central Bus Depot, Bhopal

Subject: Obstructed student boarding point

Sir

Delivery vans regularly occupy the announced student bus stop near Market Gate. Students wait beyond the marked boarding area and have difficulty reaching the bus when it arrives.

Please inspect the location during the morning service and coordinate with the responsible local staff to keep the boarding point usable. A clearly marked loading area for deliveries could help if space permits. Kindly tell the school which contact should receive reports of repeated obstruction, so students are not left to negotiate with drivers themselves.

Yours faithfully

Sana Ali

Other relevant points: Specific boarding evidence and a practical coordination request are relevant.

B. Model response

8 Hill Street

Bhopal

9 December 2026

The Coordinator

City Science Exhibition, Bhopal

Subject: Explanatory labels for the water model

Madam

Visitors to the water-supply model are treating its simplified arrangement as a complete working system. The display gives neither a scale nor a note identifying omitted parts.

Please add a clear explanation of what the model represents and which features have been simplified. A demonstrator could distinguish the principle being shown from the practical requirements of a real installation. This would preserve the model's educational value while helping visitors understand the limits of what they are seeing.

Yours faithfully

Dev Paul

Other relevant points: Clear limits, scale and demonstrator guidance are relevant; technical calculations are not required.

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

A school journey includes the waiting place

By Sana Ali

The journey to school begins before a student steps onto a bus. A crowded or obstructed waiting place can make a reliable service difficult to use, especially for younger learners.

Schools can ask students to describe where they wait and how they reach the vehicle. Such accounts should lead to discussion with transport staff and the people responsible for the location. Clear stopping points and a contact for recurring problems make responsibility easier to follow.

Students also need simple instructions when a usual stop becomes temporarily unavailable. Telling them merely to find the bus leaves the hardest decision with those who have the least control.

Access to education includes the practical route to the classroom. Looking closely at the waiting place can reveal a missing part of a transport plan that otherwise appears complete.

Other relevant points: Include a practical reporting route and collaboration without blaming children.

B. Model response

A model needs a boundary

By Dev Paul

A model helps us notice a relationship by leaving other details out. That strength becomes a weakness when viewers are not told where the simplification ends.

At a school exhibition, a moving demonstration can look like proof that a complete real system would work in the same way. A label should identify the principle being shown, the scale where relevant and the important parts omitted. The presenter can then explain why those omissions serve the demonstration.

Questions about limits should be welcomed. Asking what a model cannot show is part of understanding what it can show. Students learn more when explanation accompanies movement and colour.

A good model does not need to contain the whole world. It needs an honest boundary, so that a clear demonstration supports careful thinking instead of an exaggerated conclusion.

Other relevant points: A relevant classroom example and explicit distinction between model and reality are acceptable.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. A. had made. Past perfect marks completion before the past reference time Friday. [1 mark]

ii. C. a little. Ink is uncountable, and the context states that some remains. [1 mark]

iii. A. should. The sentence recommends a check that would improve the result. [1 mark]

8 Editing 4 marks

i. show → shows. Neither takes a singular verb here. [1 mark]

ii. a → some. Information is uncountable; accept deleting a if the response clearly identifies the redundant word. [1 mark]

iii. which → whose. The clause requires a possessive link to opening hours. [1 mark]

iv. tomorrow → yesterday. Walked places the event in past time; accept a suitable single-word past-time substitute such as yesterday. [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. The guide asked Sana if/whether she had crossed the market. Use statement order and past-perfect backshift. [1 mark]

ii. Although the line was accurate, it was difficult to see. Accept the although-clause after the main clause. Although introduces concession. [1 mark]

iii. Choose the map that shows the opening hours. The relative clause identifies the map. [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 Patol Babu, Film Star

Interact in English Literature Reader, revised February 2023, PDF page 87. Window: The … place.'.

i. He fears that the false moustache may come off during the collision. [1 mark]

ii. No. It is an exaggerated comparison used to reassure him. [1 mark]

iii. Hyperbole: an extreme wrestling test exaggerates the strength of the attachment. [1 mark]

iv. An apparently natural facial feature is produced and secured artificially for the camera. [1 mark]

B A Shady Plot

Interact in English Literature Reader, revised February 2023, PDF page 58. Window: "But … them.".

i. John Hallock. [1 mark]

ii. Helen, the ghost. [1 mark]

iii. A real ghost says that fictional ghosts must differ from her to seem believable. [1 mark]

iv. Readers may judge plausibility by familiar fictional expectations rather than actual appearance. [1 mark]

C Ozymandias

Interact in English Literature Reader, revised February 2023, PDF page 125. Window: Stand … frown,.

i. The two vast, trunkless stone legs. [1 mark]

ii. The shattered sculpted face/head, described as the visage. [1 mark]

iii. The statue has broken apart; the head no longer stands attached to the body. [1 mark]

iv. A frown. [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 nurse explains the brothers' sacrifices to the narrator, but Lucia's own knowledge is not fully reported. A careful reader distinguishes information withheld from outsiders from what the sister may know, rather than treating the narrator's discovery as everybody's discovery. [2 marks]

Content 1: limited narration and distinction between outsider discovery and sister's knowledge. Expression 1.

ii. Dishes shaped or coloured around the tiger theme turn the meal into another display aimed at Loona. Food becomes an extension of staged prestige, showing that the hostess wants her rival to consume reminders of the supposed sporting triumph. [2 marks]

Content 1: tiger-themed menu as continued rivalry/display. Expression 1.

iii. The Wedding Guest identifies a social reason for entering the feast and points to its preparations, while the Mariner insists on telling his sea story. Their exchange places a conventional family occasion against an unexplained personal demand for attention. [2 marks]

Content 1: wedding connection and preparations versus Mariner's storytelling demand. Expression 1.

iv. Victoria brings a chair and sits by Abel while the adults struggle with what he may remember. The staging places the child physically beside the living grandfather, making an ordinary family gesture visible amid the adults' anxious concealment. [2 marks]

Content 1: child's seat beside Abel contrasted with adults' anxiety/concealment. Expression 1.

v. The ring reorganises the audience around the body rather than leaving it as a distant object. Antony can direct shared attention towards visible wounds, turning public listening into a close encounter with physical evidence and an emotionally charged scene. [2 marks]

Content 1: spatial arrangement enables close collective attention to wounds/body. Expression 1.

vi. The smoking volcano extends the poem's heat beyond the immediate trough into the surrounding landscape. Beside July and the burning earth, it makes the snake's emergence feel connected with a powerful, heated natural world beneath ordinary domestic space. [2 marks]

Content 1: volcanic/seasonal heat expands setting and snake's connection to earth. Expression 1.

12 Long answer 8 marks

A Model response

A broken object can preserve evidence while leaving much unexplained. The traveller describes legs standing apart from a partly buried face. Their arrangement gives visible evidence of damage, but it does not by itself tell us exactly when or how the statue fell.

Other features support different inferences. The surviving facial expression suggests an attitude of command, while the pedestal supplies a royal name and a boast. An editor should distinguish those observed features from a complete reconstruction of the ruler's life. The poem gives no licence to invent missing events merely because a label would sound more satisfying with them.

The speaker also receives the scene through a traveller's account. Recognising that chain of reporting helps readers see how knowledge reaches them. A responsible label can explain the surviving parts and their suggestive contrast while admitting the limits of the record. Fragmentary evidence invites interpretation; it does not remove the need for restraint.

Content 4: Physical fragmentation accurately described 1; separate observation from unsupported historical reconstruction 1; traveller's reporting role 1; evaluated editorial practice with limits 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

A performer's small question may reveal a serious effort to prepare. Patol Babu worries that the false moustache will come off during the collision. The make-up man answers with an extravagant wrestling comparison, but the answer still addresses the practical concern: the attachment is secure.

His request for lines has the same professional basis. He wants time to learn what he must say and avoid failure before others. Receiving only one syllable disappoints him, yet the initial request should not be dismissed merely because the role is brief.

As an assistant, I would explain the prop or costume clearly, check that the performer understands the action and leave room for necessary questions. A busy set depends on people with different responsibilities sharing usable information. Respect need not delay everything. It can prevent uncertainty and help an unfamiliar participant contribute confidently, without requiring that person to pretend to know what has not yet been explained.

Content 4: Moustache concern and actual reassurance 1; request for lines as preparation 1; concrete respectful assistant practice 1; reasoned connection between shared information and professional participation 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 17