PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 20

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. Mr Bose does not publicly announce their defeats to the whole courtyard; his quiet manner reduces embarrassment. [1 mark]

ii. B. The narrator used an opening he had not anticipated. He acknowledges the specific achievement. [1 mark]

iii. He recognises the victory as worth enjoying but does not treat a single game as a complete measure of two players. Suggesting another meeting keeps attention on continued play rather than a permanent label inferred from one outcome. [2 marks]

Marks: acknowledges real success 1; rejects permanent total ranking from one result 1.

iv. Noise from the corridor; paragraph 3. [1 mark]

v. Which move the narrator would reconsider if they recreated the same position. [1 mark]

vi. A. expected or foreseen. The opening surprises Mr Bose. [1 mark]

vii. Replaying identifies a particular choice the narrator can examine and practise. Blaming the corridor places responsibility outside the game without showing how to improve a move, so the reconstructed position turns discomfort into a specific opportunity for learning. [2 marks]

Marks: examinable/practisable move 1; excuse offers no corresponding improvement 1.

viii. result. Paragraph 3 distinguishes practice from another counted game. [1 mark]

ix. False. He explicitly says the board remains a place to compete and results matter. [1 mark]

x. C. Helping put pieces away even when another student plays. Participation extends beyond displaying his own wins. [1 mark]

2 Text and data 10 marks

i. 10 points: 3 × 3 + 1 × 1 + 1 × 0 = 10. [1 mark]

ii. B. Bilal. His 10 points exceed Asha's 9, Charu's 9 and Deep's 5. [1 mark]

iii. Both players earn nine points, so the tie-break compares losses rather than wins. Asha has no losses while Charu has two, placing Asha higher under the stated rule even though Charu has won one more game. [2 marks]

Marks: both 9 points 1; fewer losses places Asha above Charu 1.

iv. 5 points: 1 × 3 + 2 × 1 = 5. [1 mark]

v. Asha, whose loss total is zero. [1 mark]

vi. Adding wins, draws and losses gives five in every row; for example, Bilal: 3 + 1 + 1 = 5. [1 mark]

vii. The primary ranking uses points, not the absence of losses. Asha's unbeaten record produces nine points, while Bilal earns ten despite one defeat. Losses decide only an equal-points tie, so that secondary rule cannot override Bilal's higher total. [2 marks]

Marks: primary points rule 1; 10 beats 9 before loss tie-break applies 1.

viii. False. It gives totals, not the order of outcomes. [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

16 December 2026

Subject: Enrolment certificate

Sir

Please issue a certificate confirming my current enrolment for a scholarship application due on 22 December. I can provide the prescribed form and any details required by the office.

Yours obediently

Nikhil Roy, X C

Other relevant points: State purpose and deadline; a polite request to the office is sufficient.

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 Zoya is a librarian of about forty with shoulder-length black hair and rectangular glasses. She wears a cream kurta and a maroon identification lanyard. At the desk, she scans returned books and checks their spine labels. A trolley stands beside her, and she arranges the books on it. Her appearance, the desk equipment and the book trolley form the visible working scene.

Other relevant points: Use the supplied observable details without inventing personality traits or qualifications.

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 Ash Road

Indore

16 December 2026

The Secretary

Community Festival Committee, Indore

Subject: Reusable festival decorations

Madam

Volunteers have begun cutting live branches for decorations that will remain in place for only two evenings. Residents would welcome an attractive celebration that uses existing materials more thoughtfully.

Please review the decoration plan before further branches are cut. Reusable fabric panels and materials already held by the committee could be considered. A collection and storage arrangement after the festival would also make next year’s preparation easier. Kindly discuss suitable alternatives with the volunteers and announce the agreed plan.

Yours faithfully

Nikhil Roy

Other relevant points: Reuse, storage and a specific request to review the current plan are relevant.

B. Model response

4 Park Lane

Indore

16 December 2026

The Manager

Horizon Tours, Indore

Subject: Undisclosed lunch charges

Sir

The advertisement for our school trip described the price as all-inclusive. After booking, families were told to pay separately for lunch. The original notice did not identify this exclusion.

Please explain the difference between the advertisement and the booking information and propose an appropriate remedy. Future price lists should state clearly which meals, entries and transport services are included. Kindly send the school a complete written breakdown before families are asked for any further payment, so the group can make an informed decision.

Yours faithfully

Diya Sen

Other relevant points: A corrected breakdown and proportionate remedy are relevant; do not assert invented refund law.

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

Decorations should outlast an evening

By Nikhil Roy

A celebration may last two evenings, but its preparation can leave a much longer trail of discarded material. Planning should begin with what the community already owns and can use again.

Fabric panels, frames and signs can be designed for storage rather than for one night's photograph. Volunteers need labelled boxes, an agreed collection time and a place where the materials will remain accessible. Reuse becomes practical when someone knows what exists and where it is kept.

Cutting live branches for a temporary display should prompt the question of whether an existing alternative would serve the purpose. Attractive decoration does not require treating every festival as a fresh consumption project.

The final stage of an event is therefore part of its design. When dismantling and storage are planned from the start, next year's celebration inherits resources instead of only rubbish.

Other relevant points: Develop practical reuse, collection and storage rather than a bare slogan.

B. Model response

Ask what the price includes

By Diya Sen

A school trip price is useful only when families know what it covers. An attractive total can become difficult to compare if meals or entry charges appear later as unexpected additions.

Organisers should request a written breakdown before collecting bookings. Transport, visits, food and optional purchases should be identified clearly. If a service is excluded, that information belongs beside the advertised price, where families can use it while deciding.

Students can learn to ask precise questions without treating every provider as dishonest. Clear information helps both sides agree on the same arrangement and reduces confusion during the journey.

When details change, schools need an explanation and revised information before further commitments are made. A worthwhile trip begins with a shared understanding of its cost, not with a phrase whose meaning becomes clear only after payment.

Other relevant points: Discuss transparent inclusions and informed comparison without legal claims.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. will hold. Next Tuesday signals a future event. [1 mark]

ii. A. Every. The singular noun player and the all-player instruction require every. [1 mark]

iii. C. need not. Leaving is optional, so there is no necessity to leave yet. [1 mark]

8 Editing 4 marks

i. are → is. The head subject number is singular; of drawn games does not change agreement. [1 mark]

ii. an → a. University begins with a consonant /y/ sound. [1 mark]

iii. were → was. The singular subject player takes was within the noun clause. [1 mark]

iv. who → that. A thing takes that or which, not who; accept which. [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. Diya asked Nikhil why he was smiling. Use statement word order, he for you and past continuous after the past reporting verb. [1 mark]

ii. If you practise this position, you may notice another move. Accept the if-clause after the main clause. The condition preserves the possibility expressed by may. [1 mark]

iii. We hope that everyone enjoys the visit. The that-clause functions as the object of hope; it is a noun clause in statement order. [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 84. Window: The … is..

i. Jyoti. [1 mark]

ii. The young executive played by Chanchal Kumar. [1 mark]

iii. He is preoccupied with the reported embezzlement at his office. [1 mark]

iv. It helps show the executive's urgent absorption through his failure to attend to someone he hurts. [1 mark]

B Two Gentlemen of Verona

Interact in English Literature Reader, revised February 2023, PDF page 23. Window: At … partition..

i. Quiet or silence. [1 mark]

ii. The glass partition. [1 mark]

iii. A welcoming or reassuring quality; it is not merely a harsh prohibition. [1 mark]

iv. They are near a patient's hospital cubicle/room. [1 mark]

C The Rime of the Ancient Mariner

Interact in English Literature Reader, revised February 2023, PDF page 139. Window: About, … white..

i. At night. [1 mark]

ii. Dancing; personification. [1 mark]

iii. An eerie, uncanny or supernatural atmosphere around the coloured water. [1 mark]

iv. Green, blue and white; all three for 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 plans sixty parts irritation and forty surprise, but the painful collision produces fifty parts anguish with twenty-five each of surprise and irritation. The changed proportions show an actor adapting his prepared response to an actual sensation during performance. [2 marks]

Content 1: correct before/after mixture and adaptation to actual pain. Expression 1.

ii. He acknowledges that the brothers would like to go to the United States, yet separates that desire from their present plans. The reply is not a denial of ambition; it leaves the current financial purpose undisclosed while preserving future possibilities. [2 marks]

Content 1: future wish acknowledged while present purpose remains undisclosed. Expression 1.

iii. He treats its appearance in a newspaper and its rhyme as proof of proper poetry. Those features do not answer the objection to its grammar or establish its fitness for remembrance, exposing borrowed authority in place of a considered judgement. [2 marks]

Content 1: print/rhyme invoked as authority without answering criticism. Expression 1.

iv. Battle noise, neighing horses, groaning men and shrieking ghosts make the disturbance audible as well as visible. Their accumulation surrounds ordinary city life with imagined conflict and suffering, giving her fear a fuller atmosphere than a single unexplained omen. [2 marks]

Content 1: at least two sounds and cumulative ominous effect. Expression 1.

v. He complains that she walks in sections before she explains that exhaustion delays materialisation. Treating an incomplete ghost as someone arriving inconveniently late makes an extraordinary event sound like an everyday irritation, while showing his preoccupation with his own difficulty. [2 marks]

Content 1: complaint about sectional arrival and ordinary impatience towards supernatural event. Expression 1.

vi. The missing visits recall ordinary companionship, not merely the albatross's association with weather. Food and play make the bird part of daily shared life, so its absence registers a lost relationship as well as a change in sailing conditions. [2 marks]

Content 1: daily companionship in food/play beyond weather function. Expression 1.

12 Long answer 8 marks

A Model response

Writing can carry feeling beyond an immediate moment, but its survival does not guarantee a timely meeting with its intended reader. Miriam's letter finally reaches the post office after Ali's long waiting. Its arrival cannot restore the living exchange he hoped for. The surviving message reveals the importance of communication while exposing an opportunity that has already passed.

The sonnet imagines another route for written remembrance. Later readers will continue encountering the beloved through the poem, even after physical death. Its promise depends on transmission beyond the original relationship, rather than on one letter arriving at a particular door.

The comparison separates endurance from timely delivery. A text may remain and still fail to give one person comfort when needed; it may also reach new readers and sustain a memory across generations. Neither work makes writing powerless. Together they show that the human value of words depends on when, how and to whom they travel.

Content 4: Ali's waiting and delayed letter 1; sonnet's future readers/remembrance 1; timely personal delivery contrasted with later transmission 1; evaluated limits and possibilities of writing 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

Remembered words can give a character a way to think without answering every new question automatically. Gogon Pakrashi's advice returns when Patol Babu feels humiliated by his tiny role. It directs attention towards the meaning he can discover and communicate. He then tests that guidance through rehearsal and performance, rather than merely repeating it as a comforting slogan.

Michael recalls his father's claim that a computer never forgets while considering whether Sebastian's memory was stored in the games. The saying supplies a possible explanation for his extraordinary experience, but Michael still frames the connection as a question and looks for further information.

Both recollections influence action, yet they occupy different roles. One offers an artistic principle that a performer can apply; the other prompts a hypothesis about events. Respecting an older person's words need not mean treating every application as already proved. Their value appears in the inquiry or effort they encourage and in how thoughtfully the listener uses them.

Content 4: Mentor's advice and Patol's applied effort 1; father's memory claim and Michael's hypothesis 1; principle versus proposed explanation distinguished 1; evaluated thoughtful use rather than automatic proof 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 20