PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 06

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. Winning a medal/beating others. [1 mark]

ii. A. It seemed too modest. [1 mark]

iii. The narrator thought speeding ahead would encourage Neel, but the repeated changes made it harder for him to judge his own effort. Good intentions therefore produced an unhelpful practice session because the narrator had not asked what support was needed. Award 1 for intention + 1 for contrary effect. [2 marks]

iv. They agreed to communicate at each turn and adjust their pace together. [1 mark]

v. B. Controlling the impulse to run faster. [1 mark]

vi. True. He reminded the narrator to settle when the narrator started too quickly. [1 mark]

vii. Although neither runner won, Neel completed his distance steadily and the narrator followed the agreed pacing plan. These specific improvements demonstrate learning and cooperation, allowing progress to be evaluated independently of the position awarded in the event. Award 1 for evidence of improvement + 1 for broader measure. [2 marks]

viii. disappointed [1 mark]

ix. C. Success can include personal and shared improvement. [1 mark]

x. The first-person account reveals the narrator's initial ambition, mistakes and later reflection. [1 mark]

2 Text and data 10 marks

i. B. 5:15 p.m. [1 mark]

ii. 9 items (one ball and eight cones). [1 mark]

iii. A game ending at the deadline would leave no time to bring the kit back. The distinction makes borrowers plan travel and helps ensure the complete equipment reaches the desk before another group needs to use it. Award 1 for travel time + 1 for shared access. [2 marks]

iv. Skipping kit, by 5:15 p.m. [1 mark]

v. False. A group may borrow one kit at a time. [1 mark]

vi. reported to the desk [1 mark]

vii. The group should count the listed items to make sure the kit is complete and check for damage that must be reported. It should then leave early enough to include the required fifteen-minute journey before the return deadline. Award 1 for count/check + 1 for timely departure. [2 marks]

viii. C. Return rules protect other borrowers' access. [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

12 December 2026

Subject: Leave for district sports

Sir

Please grant me leave on 15–16 December to represent our district at a sports meet. I shall collect class notes and complete all assignments on my return.

Yours obediently

Neel Saha, X C

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 Anu Dey is a sports coach of medium height. Her hair is tied back beneath a white cap, and she wears a navy tracksuit. A stopwatch is strapped to her wrist, while a whistle hangs from a cord. During practice, she demonstrates warm-up movements and records times in a notebook. The stopwatch and notebook are used together to follow the runners' recorded performance during the session.

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

31 School Road

Guwahati

12 December 2026

The Manager

Community Sports Centre, Guwahati

Subject: Student practice slot

Madam

Several students in our neighbourhood want regular sports practice but cannot afford individual coaching. Please consider a reduced-fee group slot after school, with activities suitable for beginners as well as experienced players.

Kindly explain the supervision arrangements, available equipment and registration procedure. A schedule displayed in advance would help families plan transport. We would welcome a trial session so that students can understand the centre’s rules and choose appropriate activities.

Yours faithfully

Neel Saha

B. Model response

5 Orchard Lane

Guwahati

12 December 2026

The Manager

Valley Tours, Guwahati

Subject: Enquiry about school nature visit

Sir

Our Class X group is considering a one-day nature visit in January. Please send details of routes offering both short and longer walks so that students with different needs can participate.

Kindly state the total cost for thirty students, guide qualifications, transport arrangements and available resting points. We also need information about waste collection, toilets and permission requirements. Please explain cancellation terms and how changes in weather would affect the programme.

Yours faithfully

Mili Das

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 team needs more than a winner

By Neel Saha

A winning performance can inspire a team, but everyday practice depends on many contributions that do not receive medals. Encouragement, dependable attendance and thoughtful feedback make improvement possible.

Listening is essential. A teammate may need a steady pace or a clear explanation rather than a louder instruction to try harder. Asking what helps is more respectful than assuming that everyone shares the same goal.

Schools can provide opportunities for beginners and recognise progress in skill, consistency and cooperation. Individual targets allow students to see improvement even when someone else finishes first. This does not remove the enjoyment of competition; it makes that enjoyment available to more people.

A team grows stronger when achievement is shared without making every member identical. Winning matters, but learning how to support another person matters too.

B. Model response

Nature visits need preparation

By Mili Das

A nature visit can deepen curiosity, but enthusiasm alone does not make a trip responsible. Preparation helps visitors understand both their own needs and the demands of the place.

Organisers should provide clear route information, walking distances and resting points. Different options allow students to participate without feeling pressured to match the fastest walker. Trained guides can explain local conditions and the reasons for staying on marked paths.

Visitors have duties as well. Carrying necessary supplies, following instructions and bringing waste back protect shared spaces. Quiet observation often reveals more than chasing an animal for a photograph.

A successful trip need not cover the greatest distance or produce the most pictures. It should leave students better informed and the surroundings cared for, with respect for the people whose work makes the visit possible.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. C. were — past progressive with plural runners. [1 mark]

ii. B. little — uncountable water, insufficient quantity. [1 mark]

iii. A. must — requirement. [1 mark]

8 Editing 4 marks

i. know → knows [1 mark]

ii. whose → who; accept that [1 mark]

iii. means → meant; accept mean if a continuing general meaning is intended. [1 mark]

iv. starts → started [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 coach advised Neel not to rush the first lap. [1 mark]

ii. Mili asked Neel if/whether he was following the plan. [1 mark]

iii. Neel said that he had completed the route the previous day. [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

Literature Reader, PDF page 33; quotation checked against supplied textbook.

i. She is intensely concerned with saving/acquiring money. [1 mark]

ii. Affectionate family protectiveness is applied to money as if it were a person needing care. [1 mark]

iii. Her attachment extends to money of every country and value. [1 mark]

iv. It foreshadows her financial opportunism/blackmail of Mrs Packletide. [1 mark]

B The Frog and the Nightingale

Literature Reader, PDF page 111; quotation checked against supplied textbook.

i. That his rare expertise/training is necessary for the nightingale's success. [1 mark]

ii. It diminishes her confidence and creates a sense of inadequacy/dependence. [1 mark]

iii. It is self-serving and not supported by the beauty of his own croaking or the audience's response to her talent. [1 mark]

iv. Beginner versus winner; failure without him versus success with him. [1 mark]

C Not Marble, nor the Gilded Monuments

Literature Reader, PDF page 121; quotation checked against supplied textbook.

i. Wars/conflicts/fighting. [1 mark]

ii. The god/power of war. [1 mark]

iii. The beloved's memory preserved in the poem. [1 mark]

iv. Material monuments can be destroyed by conflict, while verse is claimed to preserve memory. [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 villagers want the thousand rupees promised for arranging the hunt. Accepting the fiction that Mrs Packletide shot the tiger protects their payment, showing how financial interest can make a whole group cooperate in a convenient deception. [2 marks]

ii. The remembered advice interrupts Patol Babu's humiliation and temptation to leave. It redirects him towards discovering meaning in a small role, so the mentor's influence becomes an inner standard of artistic responsibility rather than an external command. [2 marks]

iii. The printed message identifies Sebastian and asks Michael to try another game. This communication turns failure into a renewed appeal for help, giving Michael a reason to continue beyond disappointment and to treat the character as someone needing rescue. [2 marks]

iv. The albatross arrives in an isolated, icy setting and is welcomed like a Christian soul. Its companionship and the improved sailing conditions bring hope, making the later unprovoked killing feel like a violation of trust and hospitality. [2 marks]

v. Calling the snake a king in exile restores dignity to a creature that human prejudice had marked for destruction. The comparison shows the speaker recognising natural majesty and feeling that his petty aggression has missed an encounter with greatness. [2 marks]

vi. Calpurnia reads the disturbing signs as reasons to protect Caesar from danger, placing his safety first. Decius reshapes the same dream into flattering political symbolism and invokes the crown, appealing to pride rather than caution or personal care. [2 marks]

12 Long answer 8 marks

A Model response

The frog and Louisa Mebbin recognise a vulnerability and turn it into material advantage. The nightingale is talented but insecure about judging her own work. The frog presents himself as an expert, gains control over her practice and collects money from audiences. His guidance increasingly serves income rather than the singer's wellbeing, and he finally blames her for the weakness his pressure has intensified.

Louisa understands that Mrs Packletide values public prestige more than honesty. Knowing the tiger was not killed by her bullet, she hints that the truth would amuse others. The threat allows her to obtain the desired cottage at Mrs Packletide's expense.

Their methods differ: one creates dependence through supposed expertise, while the other exploits a concealed deception. Both make another person's need for approval profitable. The warning is therefore more demanding than simply distrusting strangers. Independent judgement and truthful conduct reduce the leverage that manipulation gains from fear of humiliation.

Content 4: Frog's manufactured dependence and profit 1; Louisa's knowledge and cottage 1; comparison of methods/insecurity 1; reasoned warning about judgement and honesty 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

Both poems connect moral disturbance with an unnecessary act against a creature that has offered no immediate injury. The Mariner kills the albatross after the sailors have welcomed it as a companion. The sudden act breaks a relationship of hospitality, and the bird later hung around his neck makes his responsibility visible in the prescribed extract.

In Snake, the speaker initially waits respectfully but then throws a log as the visitor withdraws. His immediate regret comes with disgust at the learned voices that encouraged aggression. Remembering the albatross links his pettiness with a wider literary pattern of violated life.

Regret matters because it challenges the assumption that human power gives automatic moral permission. Yet the poems also show its limits: a feeling cannot reverse what has happened. A changed relationship would require patience, restraint and recognition that other creatures have value beyond human convenience. The ethical lesson lies in carrying that recognition into future action.

Content 4: Mariner's violation and visible burden 1; Snake action and remorse/allusion 1; comparison of hospitality and responsibility 1; evaluated future ethical change 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 06