PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 15

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. A. Different readings of which visitors need passes. The parent and volunteer attach the final phrase differently. [1 mark]

ii. The organising team. Their shared knowledge hid the wording problem from them. [1 mark]

iii. Guests received the actual sentence, not the team's private explanation of it. Even a well-intentioned writer can leave a rule unclear, so defending the motive does not give arriving visitors the information they needed before making their plans. [2 marks]

Marks: outsiders lack private context 1; good motive cannot repair missing prior information 1. Support: paragraph 2.

iv. The guest list. The desk checks names against it. [1 mark]

v. It gives confused visitors an announced route for checking eligibility instead of leaving private exceptions to one entrance volunteer. [1 mark]

vi. A. someone already involved in the planning. The organisers' shared understanding differs from an outsider's information. [1 mark]

vii. Her explanation shows what the words communicate to someone without planning-room knowledge. The team can compare that understanding with the intended rule, detecting an unclear message before visitors rely on it rather than praising a draft merely because insiders understand. [2 marks]

Marks: tests independent understanding 1; compares with intent before practical reliance 1.

viii. doorway. This is the practical benefit stated in paragraph 3. [1 mark]

ix. False. Its first sentence says every visitor needs a pass. [1 mark]

x. Organisers should make the message understandable on its own rather than require outsiders to guess their private intention. [1 mark]

2 Text and data 10 marks

i. 7 kg: 1.2 + 3.4 + 0.8 + 1.6 = 7.0. [1 mark]

ii. B. Raincoat only. It gives 7.6 kg; speaker only gives 8.3 kg and both give 8.9 kg. [1 mark]

iii. The rule counts everything in the bag during travel, even material intended for other people. Handing the shared items over after arrival does not remove their earlier mass, so excluding them would test a different total from the one required. [2 marks]

Marks: inclusive travel rule 1; later handover does not change earlier carried load 1.

iv. 0.4 kg: 8.0 − 7.6 = 0.4. [1 mark]

v. 0.3 kg: 8.3 − 8.0 = 0.3. [1 mark]

vi. To the camp desk, as specified in paragraph 2. [1 mark]

vii. The empty bag's mass is part of the stated limit and must remain in the calculation. Subtracting it gives an artificial total of 7.7 kg, while the bag actually carried would weigh 8.9 kg and exceed the rule. [2 marks]

Marks: bag explicitly included 1; false 7.7 versus actual 8.9 explained 1.

viii. False. At most includes a total exactly equal to 8 kg. [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: Return of calculator

Sir

Please return the calculator taken during the quiz. I acknowledge that calculators were prohibited and shall check the permitted materials before future assessments. I regret bringing it to my desk.

Yours obediently

Kritika Sen, X A

Other relevant points: A request to collect it through a parent or class teacher is acceptable.

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 balance scale has a horizontal silver beam supported by a central upright. A circular pan hangs from each end of the beam. A red pointer is positioned at the centre, and the instrument stands on a level base. Small labelled weights are kept in a wooden box beside it. The two pans and the separate weights are used when comparing masses. The beam, support, pointer and pans form the main visible parts of the instrument.

Other relevant points: Describe the supplied parts and use without inventing a capacity or claiming perfect accuracy.

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

7 Pine Road

Ranchi

4 December 2026

The Editor

Youth Chronicle, Ranchi

Subject: Credit for the complete project team

Madam

Your report on our joint science project identifies it as the achievement of students from one state. The working team included learners from four states, who designed, tested and presented different parts together.

Please check the contributor list supplied with the entry and publish a correction giving the full team credit. A shared achievement should not be reduced to the location of its final presentation. Future reports could ask who contributed before assigning a single regional label.

Yours faithfully

Kritika Sen

Other relevant points: A clear correction with contributor roles or a joint photograph caption is relevant.

B. Model response

21 Lake Lane

Ranchi

4 December 2026

The Coordinator

District Observatory, Ranchi

Subject: Conflicting viewing times

Sir

Our school's confirmation for the public sky-viewing session states 6 p.m., while the notice outside the observatory gives 8 p.m. Families cannot finalise collection and travel arrangements with two different starting times.

Please verify the intended schedule and send a written correction to the school's booking contact. The public notice should be updated at the same time, with any reporting time distinguished from the activity's start. Kindly clarify the arrangement before we circulate final instructions to parents.

Yours faithfully

Aman Roy

Other relevant points: A distinction between arrival and start times, or a direct contact for changes, is relevant.

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

Give a shared achievement its full address

By Kritika Sen

A project may be presented in one city while carrying the work of students from several states. Calling it only that city's achievement can make other contributions disappear from the public story.

Fair reporting begins with asking who did what. Designing, testing, translating instructions and explaining results may be shared across a team. A contributor list should describe these roles instead of treating the final speaker as the whole project.

Students can also resist turning joint success into a contest between home regions. Recognising a partner's effort does not reduce our own pride. It makes that pride more accurate and strengthens the relationships that made the work possible.

National integration becomes practical when cooperation remains visible after the event. A shared achievement deserves a complete account of the people behind it.

Other relevant points: Credit may include behind-the-scenes roles and recognition across regions.

B. Model response

A number needs a unit

By Aman Roy

An instruction to cut a strip to ten sounds exact until someone asks, ten what? Centimetres and millimetres produce very different pieces. A precise-looking number can still leave a practical instruction incomplete.

In school projects, measurements should travel with their units. Labels, tables and spoken directions must use them consistently. Before cutting or assembling, a partner can explain the instruction back and compare it with a marked example.

This check is especially useful when information moves between groups. The writer may remember the intended unit, but the next reader cannot borrow that private knowledge. Clear communication supplies it on the page.

Scientific work depends on people being able to act on one another's descriptions. Including a unit is a small habit that helps a recorded measurement become a usable instruction.

Other relevant points: An example of an ambiguous label and a practical checking routine may be developed.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. will send. Tomorrow morning signals a future action. [1 mark]

ii. A. Every. It takes a singular noun and covers all individual visitors. [1 mark]

iii. C. cannot. The locked door makes entry there impossible. [1 mark]

8 Editing 4 marks

i. have → has. The verb agrees with the nearer singular subject manager. [1 mark]

ii. an → a. One begins with a consonant /w/ sound. [1 mark]

iii. whose → who; accept that. The clause needs a subject pronoun, not a possessive. [1 mark]

iv. helps → helped. Last night places the action in the past; accept was helping as a grammatical expansion showing an ongoing action. [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. Aman asked Kritika if/whether all visitors could see the sign. Use if/whether, statement order and could for reported can. [1 mark]

ii. The coordinator instructed us not to photograph the guest list. A negative reported command uses not to + verb. [1 mark]

iii. We rewrote the notice so that newcomers could understand. Accept an initial so-that clause only with a complete natural main clause. So that introduces purpose. [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 Two Gentlemen of Verona

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

i. Lucia's, in her hospital room. [1 mark]

ii. The books; they suggest reading or intellectual interests. [1 mark]

iii. They add colour, freshness or a sense of ordinary care to the hospital setting. [1 mark]

iv. No. It describes their presence without naming their giver. [1 mark]

B Patol Babu, Film Star

Interact in English Literature Reader, revised February 2023, PDF page 81. Window: It … heavy..

i. The film scene is supposed to take place in winter. [1 mark]

ii. He perspires around the high collar/feels oppressive heat. [1 mark]

iii. The fictional season is winter while the performer actually works in summer heat. [1 mark]

iv. It conveys how burdensome the warm garment feels in the heat. [1 mark]

C The Rime of the Ancient Mariner

Interact in English Literature Reader, revised February 2023, PDF page 138. Window: The … sea..

i. The /f/ sound, giving alliteration. [1 mark]

ii. Swift, unimpeded movement/progress through the water. [1 mark]

iii. The track or wake cut by the ship through the water. [1 mark]

iv. A sense of bold discovery or pioneering excitement. [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 cold makes deeper sleep inviting while quietly extending its power over people. Comparing it with a false friend's caressing smiles makes that comfort deceptive, adding menace to the apparently peaceful town through which Ali must make his journey. [2 marks]

Content 1: sleep as deceptive comfort and false-friend comparison's threatening effect. Expression 1.

ii. The sound makes everyone look towards the mantelpiece, where Abel recognises his own clock. An everyday signal becomes an interruption that exposes another moved possession, so the family's explanations are challenged by an object drawing attention to itself. [2 marks]

Content 1: sound directs attention and reveals the relocated clock. Expression 1.

iii. She imagines the frog as an extraordinary master appearing to transform her career. The exaggerated musical comparison reveals idealisation rather than a measured assessment, showing how readily she turns an unfamiliar critic into a figure of almost miraculous authority. [2 marks]

Content 1: idealised musical master and unmeasured elevation of the adviser. Expression 1.

iv. Michael hears the dragon, feels its fiery breath and even smells it during the pursuit. These overlapping sensations make the virtual environment feel bodily immediate, explaining the adventure's intensity without requiring the reader to treat it as a physical journey. [2 marks]

Content 1: at least two non-visual sensory details and immersive effect. Expression 1.

v. The direct address makes remembrance intimate, placing a person beside impersonal displays of princely status. The contrast gives affection a personal voice, so the argument about survival sounds like an assurance offered to someone rather than an abstract historical claim. [2 marks]

Content 1: intimate direct address contrasted with public/status monuments. Expression 1.

vi. The metaphor presents grief as temporarily overwhelming speech. The pause then gives citizens time to observe his apparent emotion and discuss his words, allowing sympathy and judgement to develop while he seems unable to continue speaking. [2 marks]

Content 1: grief metaphor and pause enabling audience response. Expression 1.

12 Long answer 8 marks

A Model response

Both speakers use a will to redirect attention, but the documents operate in different relationships. Antony delays reading Caesar's will until the citizens demand it. The eventual gifts of money and access to private gardens make Caesar's generosity personally relevant to the crowd. The document joins grief with an awareness of material benefit.

Abel announces an intention to change his own will after discovering how his daughters have treated his belongings. Linking inheritance with where he lives immediately makes them offer him a home. Their reaction exposes how closely apparent affection follows property.

The ethical difference is important. Antony controls the disclosure of a dead man's existing wishes to influence public feeling; Abel asserts authority over his own future arrangements. Neither scene permits a simple equation between eager listening and moral understanding. A document can reveal genuine generosity or reveal a listener's greed. Readers must examine who controls it and why the audience suddenly cares.

Content 4: Antony's delayed disclosure and public gifts 1; Abel's proposed change and offers of a home 1; dead person's will versus living owner's choice 1; evaluated effect on interests and moral judgement 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

We wanted the promised thousand rupees, and that wish made the arrangement seem reasonable. Children watched the outskirts so the tiger would not wander away. Goats were left where it would find them, and mothers quietened their babies rather than disturb its sleep. We organised village life around keeping an old animal available for one visitor's ambition.

Money mattered to us, but that does not make every means of earning it harmless. The visitor wanted little risk or exertion for herself; other people supplied the watching, waiting and preparation. The children's time became part of an adventure later pictured as her achievement.

I should have asked who was expected to work and who would receive the public glory. Need can explain our willingness without turning it into a complete defence. A fairer opportunity would recognise people's labour directly instead of making a whole village serve someone else's competition for prestige.

Content 4: Children's watch and specific village preparations 1; financial pressure acknowledged 1; unequal distribution of work/risk/glory 1; reflective alternative of fair recognition without excusing conduct 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 15