PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 14

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. Her smaller hands hold less flour, so the apparently identical count does not give the same quantity. [1 mark]

ii. A. Every cook has watched the usual preparation. Familiar observation had supplied information absent from the words. [1 mark]

iii. The measured quantity gives a beginner an initial amount to use, while the texture description helps judge the mixture as it changes. Together they offer a starting point and a way to adjust, rather than assuming every batch behaves identically. [2 marks]

Marks: measurable starting point 1; texture-based judgement/adjustment 1. Support: paragraph 2.

iv. Resting the mixture before shaping it; paragraph 3 identifies this missing instruction. [1 mark]

v. A. revealed. The question makes a previously unstated step apparent. [1 mark]

vi. False. She continues using familiar handfuls while the booklet offers another route. [1 mark]

vii. A writer may omit steps that experienced users perform automatically. Testing the instructions with a beginner reveals these hidden assumptions, allowing the writer to supply information that cannot be recovered merely by repeating the original speaker's words. [2 marks]

Marks: expert routines can be unstated 1; novice test exposes gaps and enables revision 1. Support: paragraphs 3–4.

viii. The booklet credits the family member who passed on that particular version of the knowledge. [1 mark]

ix. absent. It describes the beginner for whom the writer must imagine missing information. [1 mark]

x. B. Clear written guidance can coexist with familiar practice. Neither route is required to erase the other. [1 mark]

2 Text and data 10 marks

i. B. A and C. A is two minutes late; C is three minutes late, which is included. [1 mark]

ii. Two minutes: 8:00 minus 7:58. This is earlier than the one-minute allowance. [1 mark]

iii. Journey C arrives exactly three minutes late, which is allowed because the upper limit is inclusive. Journey B is two minutes early, exceeding the separate one-minute early allowance, so being earlier does not automatically mean meeting this audit's rule. [2 marks]

Marks: C at inclusive late boundary 1; B exceeds early boundary 1.

iv. Two minutes. Its latest permitted time is 8:13, but it arrives at 8:15. [1 mark]

v. One half, or 50%: 2 ÷ 4. Accept either form. [1 mark]

vi. The length of unloading, as stated in paragraph 2. [1 mark]

vii. The table stops at the gate and records no classroom arrival times. Delayed unloading could consume the remaining time even after an acceptable bus arrival, so further information is needed before linking the vehicle's timing with each student's punctuality. [2 marks]

Marks: no classroom-arrival data 1; unloading can cause further delay 1.

viii. False. The audit covers only four observed journeys. [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

2 December 2026

Subject: Library fine review

Madam

Please review my library fine because the return date fell during the announced closure. I shall submit the issue slip and return the book when the library reopens.

Yours obediently

Noor Ali, X B

Other relevant points: A courteous request for the librarian to verify the closure dates 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

Ms Saira is a cook of about fifty-five and of medium height. Her silver hair is arranged in a bun. She wears a green apron over a cream kurta and holds a steel spoon during the demonstration. She weighs flour, feels the prepared mixture and writes quantities on a card. The sequence of her actions combines measuring, checking the mixture by touch and recording information for others to follow.

Other relevant points: Include observable details in any coherent order; do not invent a restaurant 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

15 Canal Road

Patna

2 December 2026

The District Education Officer

Patna

Subject: Continuing girls' education

Sir

Our neighbourhood learning group has heard from girls who left school after Class VIII because household duties and difficult travel prevented regular attendance. Their wish to study should be heard before absence is treated as lack of interest.

Please arrange confidential consultations with families and schools. Coordinated transport, information about existing support and a plan for sharing domestic duties could address different barriers. Kindly investigate the local situation and nominate a contact who can guide families wishing to restore attendance.

Yours faithfully

Noor Ali

Other relevant points: A school return plan, bridge support or consultation about safe travel can be developed without naming affected girls.

B. Model response

8 Court Lane

Patna

2 December 2026

The Works Officer

Municipal Office, Patna

Subject: Rubble blocking storm drain

Madam

Construction rubble has been pushed into the storm drain beside Court Lane. Water already collects behind the heap after the road is washed. Residents are concerned about the drain's ability to carry rainwater.

Please inspect the obstruction and arrange removal through the responsible team. A clearly identified disposal point and instructions to contractors would reduce repeat dumping. Kindly check the drain after clearance and provide a reporting contact for fresh blockages. Action before the next rain would help protect access along the lane.

Yours faithfully

Raghav Das

Other relevant points: Photographs of the reported location or contractor coordination are relevant; do not invent legal penalties.

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 girl's timetable must include school

By Noor Ali

When a girl repeatedly misses school, the easy explanation is that she has lost interest. Her timetable may tell another story: younger children to care for, water to collect or a difficult journey that adults have not considered.

Schools should listen privately before judging. Families need opportunities to discuss practical barriers and the support already available. Sharing domestic work more fairly can protect study time without pretending that household needs disappear.

Travel arrangements and a return plan may also matter. A learner who has missed lessons needs help catching up, not permanent identification with an absence record. Her own goals should guide the conversation.

Education is strengthened when attendance becomes a shared commitment. Protecting a girl's place in school means making room for her learning in the actual organisation of daily life.

Other relevant points: School re-entry, dignified consultation and sharing household responsibilities are relevant developments.

B. Model response

A drain is not a dumping space

By Raghav Das

A heap of rubble may disappear from a building site while creating a problem a few metres away. Pushing it into a storm drain does not dispose of it responsibly; it places material where water is meant to move.

Contractors need clear disposal arrangements before work begins. Supervisors should check that cleared sites have not simply transferred debris to public channels. Residents can report the location of blockages without attempting to enter a drain themselves.

Municipal teams also need a way to respond and confirm that clearance has been completed. Photographs and dates can make reports specific, while a later check reveals whether the obstruction has returned.

Care for a neighbourhood includes spaces that are easy to overlook. A usable drain is part of the ordinary infrastructure on which shared streets depend.

Other relevant points: Planned debris collection or follow-up after clearance is relevant; no unsupported flood statistics are necessary.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. had tested. The testing precedes the later past printing. [1 mark]

ii. C. less. Flour is uncountable, and than calls for a comparative amount. [1 mark]

iii. D. should. The sentence explicitly asks for advice. [1 mark]

8 Editing 4 marks

i. are → is. Bread and butter is treated as one combined meal in this sentence. [1 mark]

ii. little → few. Cards are plural and countable; a few is the correct expression. [1 mark]

iii. which → who; accept that. The relative clause refers to a person acting as its subject. [1 mark]

iv. add → adds. A singular third-person subject takes adds in this present-time conditional statement. [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. Noor asked her cousin if/whether he had weighed the flour. A reported yes/no question uses if/whether and statement word order. [1 mark]

ii. Although the recipe was familiar, Noor checked every step. Accept the clauses in reverse order. Although introduces contrast. [1 mark]

iii. It should state how long the mixture needs to rest. The embedded wh-clause has 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 The Letter

Interact in English Literature Reader, revised February 2023, PDF page 44. Window: Even … dead..

i. A hare. [1 mark]

ii. He notices a hidden creature that the dogs fail to see. [1 mark]

iii. Its yellow-brown colour provides a concealing background for the animal. [1 mark]

iv. The killing follows Ali’s detection with startling speed. [1 mark]

B A Shady Plot

Interact in English Literature Reader, revised February 2023, PDF page 60. Window: You … library..

i. Lavinia. [1 mark]

ii. A Ouija board. [1 mark]

iii. She imagines contacting figures from history directly for details. [1 mark]

iv. She presents book research as stale, tedious or unattractive compared with her exciting shortcut. [1 mark]

C Snake

Interact in English Literature Reader, revised February 2023, PDF page 143. Window: He … more,.

i. Cattle. [1 mark]

ii. It makes the drinking creature seem ordinary and calm rather than immediately monstrous. [1 mark]

iii. It is unfocused or without an obvious intention directed at him. [1 mark]

iv. The snake stoops and drinks some more. [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 father was a singer and Lucia was training to sing before war destroyed their home. These details show the loss of a whole pattern of cultural and family life, extending the damage beyond shelter or income alone. [2 marks]

Content 1: musical/cultured past and loss beyond material possessions. Expression 1.

ii. His wife hears another confident prediction of fame before anything has been achieved. Her remark brings past disappointments into the conversation and supplies a sceptical counterweight to his excitement, making the household response more mixed than uncomplicated celebration. [2 marks]

Content 1: premature expectation and her scepticism rooted in repeated disappointments. Expression 1.

iii. Ownership claims control of a place, while writing for Bog Trumpet claims authority to evaluate art. By combining property with a critic's supposed reputation, the frog presents himself as someone whose judgement can influence recognition beyond the tree itself. [2 marks]

Content 1: spatial ownership contrasted with claimed critical/public authority. Expression 1.

iv. The repeated word places the church, hill and lighthouse above the departing sailors' view. The landmarks seem to recede as the ship moves away, giving the launch a flowing rhythm and locating the account from the vessel's changing perspective. [2 marks]

Content 1: receding landmarks/perspective and movement or rhythm. Expression 1.

v. Ben dismisses the bureau as second-hand, but Mrs Jordan invokes old masters to defend its artistic value. The grand comparison turns a quarrel over domestic furniture into a display of supposed expertise, exposing her eagerness to sound cultivated. [2 marks]

Content 1: bureau/old-masters comparison and pretentious claim to taste. Expression 1.

vi. The description presents him as an ordinary friend rather than a calculating speaker. It encourages listeners to trust his directness, even while his carefully arranged words and emotional appeals demonstrate the persuasive skill he is publicly denying. [2 marks]

Content 1: self-effacing claim and contrast with skilled persuasion. Expression 1.

12 Long answer 8 marks

A Model response

Dear students

Before the war, music belonged to our daily life. My father was a singer, and I was training to sing. Losing him and our home meant losing familiar sounds as well as safety. My illness must not become the only fact through which I understand myself.

At the hospital, I have made good progress, and the nurse speaks of hope that I may walk and sing again. I cannot honestly turn that hope into a promise. I can still value the person who loved music and imagine what I might learn when circumstances allow.

My brothers' visits connect me with family life beyond treatment. Their care matters deeply, but I also want a voice in my future. Let us ask people facing difficulty what they hope for, rather than deciding that survival is their only possible ambition. A future begins with room to be more than a patient.

Thank you.

Content 4: Musical identity/father's role 1; specific wartime losses 1; cautious rather than guaranteed recovery 1; prospective agency and respect for a person beyond illness 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

The Wedding-Guest wants to reach a celebration, but the Mariner interrupts him. Even after the physical grip is released, the glittering eye holds his attention. His repeated distress at hearing the wedding music reminds us that compelling storytelling can conflict with a listener's immediate wishes.

In Snake, the visitor drinks and begins to withdraw without asking for company. The speaker admires him, yet feels a protest against his disappearance into the dark hole. That feeling precedes throwing the log. Wanting the creature to remain does not make the violent interruption a respectful invitation.

The encounters are not morally identical: the Mariner tells a troubling history, while the speaker disrupts an animal's peaceful departure. Still, both raise a useful question about control. Interest in another being does not automatically grant permission to dictate the meeting's length or purpose. Respect must include attention to the other participant's direction, not only to our own fascination.

Content 4: Wedding-Guest's destination and compelled listening 1; snake's voluntary retreat and speaker's protest 1; distinction between encounters 1; evaluated principle about interest, control and freedom 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 14