PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 04

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. B. The collection involves natural uncertainty. [1 mark]

ii. Some seeds collected from their harvest. [1 mark]

iii. The notes connect outcomes with specific growing conditions, such as shelter or heavy rain. Preserving them helps borrowers learn why a method may work or fail, rather than treating a simple success figure as a complete explanation. Award 1 for contextual knowledge + 1 for learning value. [2 marks]

iv. A. identical in format. [1 mark]

v. Standard details and personal observations; both for 1. [1 mark]

vi. False. It did not make the neighbourhood self-sufficient in food. [1 mark]

vii. The records made unsuccessful attempts discussable and encouraged borrowers to compare methods. This shifted attention from competing over harvest size to sharing experience, allowing people with small balconies to contribute alongside residents with larger gardens. Award 1 for openness about failure + 1 for cooperation/inclusion. [2 marks]

viii. self-sufficient [1 mark]

ix. B. A drawer that grows shared knowledge. [1 mark]

x. Its benefits are modest and less spectacular but meaningful, such as attention, patience and shared learning. [1 mark]

2 Text and data 10 marks

i. 12 litres (40 − 28). [1 mark]

ii. C. 30%. [1 mark]

iii. One week may not represent conditions in other seasons, so repeated trials are needed. Rainfall was also unrecorded, leaving an important influence on water availability unknown and limiting how confidently the observed difference can be explained. Award 1 for duration/season + 1 for missing rainfall. [2 marks]

iv. 7 plants (10 − 3). [1 mark]

v. the same type [1 mark]

vi. A. Bed A used less added water during the recorded week. [1 mark]

vii. The club could continue testing mulch because Bed A received less added water and had fewer visibly wilted plants. It should record rainfall and repeat observations before recommending the method for all beds or seasons. Award 1 for evidence-based provisional recommendation + 1 for further checks. [2 marks]

viii. False. Water was added when the agreed soil check indicated a need. [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: Garden project permission

Sir

Please permit our seed observation project in the garden during the activity period. Our teacher will supervise us. We shall label the pots and leave the space tidy after each session.

Yours obediently

Tara Bose, X B

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 rectangular seed storage box is made of wood and has a hinged lid. A brass latch closes the front, and a handle allows it to be carried. Inside, six compartments hold paper envelopes upright. Labels on the dividers identify the separate sections. The box is stored on a dry shelf. Its divided interior provides an orderly arrangement for the envelopes without requiring them to be piled together.

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

24 Banyan Road

Mysuru

2 December 2026

The Horticulture Officer

Municipal Office, Mysuru

Subject: Support for school planting

Madam

Our school plans a supervised planting project beside the playground. We seek your advice on native species suited to the soil, available space and local conditions.

Please arrange a site visit and let us know whether suitable saplings can be supplied. Guidance on spacing, watering and protection during holidays would help us plan lasting care. Student teams will maintain a register, but we need expert advice before choosing plants. Kindly suggest a convenient date for consultation.

Yours faithfully

Tara Bose

B. Model response

9 Market Lane

Mysuru

2 December 2026

The Editor

People’s Post, Mysuru

Subject: Respect for vocational skills

Sir

Schools often celebrate examination ranks while overlooking practical expertise. Tailoring, repair work, food preparation and skilled maintenance require observation, judgement and sustained practice. Treating these occupations as inferior discourages learners with varied abilities.

Schools could invite local professionals for supervised demonstrations and discussions about training pathways. Students should connect practical tasks with classroom knowledge and learn to respect the people who keep communities functioning. Please encourage a broader understanding of achievement through your newspaper.

Yours faithfully

Imran Shah

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

Planting is only the beginning

By Tara Bose

A planting ceremony produces an attractive photograph, but a sapling needs care long after the visitors leave. The success of a school project should be judged by responsible maintenance rather than the number planted on one morning.

Planning starts with suitable species and enough space. Expert advice can prevent choices that create problems as plants grow. A watering schedule should identify who will check the soil and what will happen during holidays. Protective arrangements also need regular inspection.

Students can record observations, including plants that fail. These records help the next group understand conditions instead of repeating mistakes for another photograph.

Environmental responsibility is often a continuing task. A smaller project that receives steady attention may teach more than a large event whose living results are forgotten.

B. Model response

Practical skill is thoughtful work

By Imran Shah

Watch a skilled worker diagnose a fault or measure a piece of material. The movement may look simple because years of practice have made the judgement efficient. Practical work deserves intellectual respect.

Schools can reveal this connection through supervised workshops. Measuring, testing and revising link mathematics and science with tasks people perform every day. Students also learn that a first attempt may fail and that accuracy develops through feedback.

Such sessions should involve trained adults, appropriate tools and clear limits on what learners may attempt. Respect for work includes respect for the knowledge needed to perform it safely.

Education should widen possibilities instead of ranking people by a single kind of success. When students understand the thought behind skilled labour, they can value both their own abilities and the expertise of others.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. will water — future result in a real conditional. [1 mark]

ii. A. a few — plural countable seeds. [1 mark]

iii. C. must — necessary obligation. [1 mark]

8 Editing 4 marks

i. was → were [1 mark]

ii. which → who; accept that [1 mark]

iii. is → are [1 mark]

iv. begin → began [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. Tara asked Imran where he had kept the seeds. [1 mark]

ii. The gardener requested us to water those pots. [1 mark]

iii. What we record is important. [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

Literature Reader, PDF page 85; quotation checked against supplied textbook.

i. Gogon Pakrashi’s, Patol Babu’s mentor. [1 mark]

ii. Judging a role's worth only by its size or number of lines. [1 mark]

iii. He rehearses and gives his small role a carefully shaped performance. [1 mark]

iv. Respect for each contribution/teamwork and shared responsibility. [1 mark]

B Not Marble, nor the Gilded Monuments

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

i. Marble and gilded monuments built for princes. [1 mark]

ii. Survive longer than. [1 mark]

iii. It has the power to preserve memory beyond material monuments. [1 mark]

iv. Confident/assured belief in its lasting power. [1 mark]

C The Rime of the Ancient Mariner

Literature Reader, PDF page 132; quotation checked against supplied textbook.

i. It makes the ship seem surrounded/trapped by a hostile landscape. [1 mark]

ii. Onomatopoeia; accept personification with explanation of animal-like sounds. [1 mark]

iii. A nightmare-like sense of fear and disorientation. [1 mark]

iv. A living visitor brings hope and companionship to an isolated crew. [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. Nicola is uncomfortable when Jacopo asks the narrator for a lift because he values independence and wishes to keep their family purpose private. His reaction combines pride with a reluctance to burden a helpful stranger with personal needs. [2 marks]

ii. The bullet kills the tethered goat, while the old tiger dies from heart failure caused by the gunshot. The supposed hunting achievement therefore depends on concealment, revealing that publicity and appearances matter more to Mrs Packletide than truth. [2 marks]

iii. Ali approaches the post office with faith because it offers the possibility of contact with Miriam. His repeated journey expresses devotion rather than ordinary business, transforming an impersonal building into a place where his hope is renewed. [2 marks]

iv. Recognising Sebastian in the newspaper photograph connects the game character with a real boy who has been in a coma. Michael must reconsider the adventures as more than ordinary entertainment, and begins seeking an explanation for their connection. [2 marks]

v. The frog blames the nightingale for being too easily influenced and says her song should have been her own. Yet he imposed the training and commercial pressure that weakened her independence, avoiding responsibility for the damage he caused. [2 marks]

vi. Brutus presents the assassination as a sacrifice made for Rome rather than personal hatred. His reputation and direct appeal to the citizens' love of freedom encourage them to accept his stated motives before Antony tests those claims. [2 marks]

12 Long answer 8 marks

A Model response

Support preserves dignity when it serves another person's needs without taking control of that person's worth. Nicola and Jacopo work to finance Lucia's treatment, accepting hardship because they love her. Their care enables hope rather than demanding admiration. The narrator also respects the brothers by not exposing the private purpose he has discovered.

The frog presents his intervention as helpful training, but his actions follow commercial self-interest. He charges admission, pushes the nightingale into exhausting practice and uses criticism to make her depend on his authority. Her increasing anxiety gives him greater control instead of strengthening her independence.

The contrast shows that receiving help need not diminish a person. What matters is the helper's purpose and conduct. Good support listens, protects privacy and develops another's capacity. Exploitation treats talent or vulnerability as a source of profit. The texts therefore ask readers to judge assistance by its effects, not merely by promises.

Content 4: Brothers' selfless care 1; narrator's respectful support 1; frog's controlling exploitation 1; evaluated distinction between support and dependence 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

Art and persuasive presentation can expose a gap between public claims and observable conduct. In Ozymandias, the ruler's inscription advertises unequalled power. The sculptor's rendering of the frown and contempt preserves a different kind of evidence: the emotional character behind that authority. The broken monument and empty desert then make the king's boast self-defeating.

In Julius Caesar, Antony challenges the claim that Caesar was simply ambitious. He recalls the refused crown, Caesar's sympathy for the poor and the money brought to Rome. Showing the wounded body turns abstract political argument into a response to a particular person's death.

These representations are not identical to neutral records. The sculptor interprets passions, and Antony deliberately directs emotion. Readers must therefore examine both evidence and purpose. Nevertheless, the works show why a person's own claim, or an opponent's label, should not be the final account. Careful representation can recover details that power and rhetoric conceal.

Content 4: Inscription and sculpted passions 1; Antony's specific counter-evidence 1; comparison of representation and claims 1; critical judgement about interpretation/purpose 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 04