PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 08

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. That a village should match a selected tourist image rather than function as a living place. [1 mark]

ii. B. It identifies the workshop as a real workplace. [1 mark]

iii. The shortcut initially appears convenient, but learning about damage to the slope reveals a cost hidden by speed. Staying on the maintained path recognises residents' work and shows that respecting a place can require accepting a longer route. Award 1 for hidden environmental cost + 1 for respectful choice. [2 marks]

iv. A. A longer or indirect route. [1 mark]

v. It was used with his permission. [1 mark]

vi. False. It included delivery carts, repairs and the weaver's account. [1 mark]

vii. The photograph challenges the expectation that destinations exist only as attractive scenes. It records residents maintaining their shared environment, reminding students that ordinary work continues beyond a visit and is part of understanding the village's life. Award 1 for changed tourist perspective + 1 for ongoing local work. [2 marks]

viii. erase [1 mark]

ix. B. From image-seeking to attention to everyday life. [1 mark]

x. It highlights that a selected sunrise photograph differs from the village's busy midday conditions. [1 mark]

2 Text and data 10 marks

i. 9:55 a.m. (9:00 + 40 minutes + 15 minutes). [1 mark]

ii. C. 11:25 a.m. [1 mark]

iii. The minimum visit ends at eleven twenty-five, and the walk back takes fifteen minutes, so the group reaches the jetty at eleven forty. This is later than both the ferry's departure and its required advance reporting time. Award 1 for timing calculation + 1 for missed requirement. [2 marks]

iv. The 12:00 noon ferry, arriving at 12:40 p.m. [1 mark]

v. 11:50 a.m. [1 mark]

vi. advance booking [1 mark]

vii. The group must leave the museum by eleven thirty-five to reach the jetty at eleven fifty. Since the minimum visit ends at eleven twenty-five, it can add ten minutes, provided the walk takes the stated fifteen minutes. Award 1 for latest leaving time + 1 for ten-minute extension. [2 marks]

viii. True. It is before 1:00 p.m. [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

18 December 2026

Subject: Leave for family function

Sir

Please grant me leave on 21 December to attend a family function outside town. I shall submit pending work before leaving and obtain the day's class notes from a classmate.

Yours obediently

Kavya Rao, X A

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

Mr Hari Das is a slim weaver of about sixty, with silver hair. He wears a plain white kurta and sits at a wooden loom. He measures the thread and moves the shuttle as he works. Finished scarves are folded on a side table. When visitors ask questions, he explains the process in short sentences. His position at the loom allows the visitors to observe the sequence of movements while listening to his explanation.

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

10 Cedar Road

Chandigarh

18 December 2026

The Tourism Officer

District Tourism Office, Chandigarh

Subject: Protecting village walking trails

Madam

During a recent school visit, we noticed tourists leaving a marked trail to take shortcuts across a slope. Our guide explained that residents maintain the route and that repeated trampling damages the surrounding ground.

Please consult the village community and install clear signs explaining why visitors should remain on the path. Briefings by trained local guides could reinforce the message. Responsible tourism should protect both the landscape and the work of those who care for it.

Yours faithfully

Kavya Rao

B. Model response

27 Grove Lane

Chandigarh

18 December 2026

The Secretary

Community Centre, Chandigarh

Subject: Student health information session

Sir

Students encounter many confusing health claims in advertisements and shared messages. We request a session led by qualified professionals to explain how to identify dependable information and seek appropriate help.

Please use accessible language and allow questions to be submitted anonymously. Verified printed material would help families revisit the discussion. Kindly suggest a date after school and explain the arrangements for supervision and registration. The session should encourage informed questions rather than offer individual treatment through a public forum.

Yours faithfully

Sameer Gill

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 destination is someone's home

By Kavya Rao

A beautiful destination does not stop being a workplace, neighbourhood or family home when tourists arrive. Remembering this can change the way we travel.

Visitors should respect local routines and ask before photographing people or recording their stories. A craftsperson may welcome questions while still needing time to complete an order. Fair purchases and patient listening recognise that expertise has value beyond a quick performance.

Marked paths and waste rules also deserve attention. They often protect places that residents must maintain after the visitors have gone. Convenience is a poor reason to ignore that work.

Travel can offer understanding as well as recreation. We gain more when we let a place be ordinary and complex, rather than demanding that every moment resemble a brochure. Respectful curiosity makes room for life beyond our visit.

B. Model response

Ask before accepting a health claim

By Sameer Gill

A confident advertisement can make a health claim sound settled before a reader has seen its evidence. Students need the habit of asking how a statement is supported.

Check who produced the information and whether a qualified, reliable source explains its limits. A personal story may describe one experience without showing what will happen to everyone. Images and dramatic words should not replace careful evidence.

Schools can arrange question sessions with qualified professionals and teach students to distinguish general information from advice suited to an individual. When a health concern arises, appropriate professional help matters more than a forwarded promise.

We should also pause before sharing a claim with friends. Correcting an error promptly and courteously protects trust. Good health communication makes uncertainty clear and encourages informed questions rather than instant certainty.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. led — completed past action. [1 mark]

ii. B. a few — plural countable visitors. [1 mark]

iii. C. could — past ability. [1 mark]

8 Editing 4 marks

i. are → is [1 mark]

ii. which → who; accept that [1 mark]

iii. was → were [1 mark]

iv. explain → explained [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 weaver said that he was finishing that scarf. [1 mark]

ii. Kavya asked Sameer if/whether he had booked the tickets. [1 mark]

iii. We stayed on the marked path because the slope was fragile. [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

Literature Reader, PDF page 48; quotation checked against supplied textbook.

i. The postmaster. [1 mark]

ii. His anxiety while waiting for news of his ill daughter. [1 mark]

iii. The love, hope and anxiety carried by a letter for its sender and receiver. [1 mark]

iv. He now recognises the emotional importance of the news Ali waited for instead of dismissing him as a nuisance. [1 mark]

B Not Marble, nor the Gilded Monuments

Literature Reader, PDF page 121–122; quotation checked against supplied textbook.

i. Future generations. [1 mark]

ii. It advances confidently/survives despite death and destructive forces. [1 mark]

iii. It extends the promised remembrance to the end of the world/Judgement. [1 mark]

iv. The poem as read by successive generations. [1 mark]

C The Frog and the Nightingale

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

i. The frog, offering paid training to the nightingale. [1 mark]

ii. It makes the payment seem small/reasonable and reduces suspicion. [1 mark]

iii. His controlling training and pressure ultimately damage the nightingale instead of protecting her. [1 mark]

iv. Financial self-interest/exploitation of her talent. [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 jobs initially appear to be ways of earning a living, but the hospital visit reveals that their earnings fund Lucia's treatment. Ordinary errands become evidence of sustained sacrifice, transforming the narrator's interest into deep admiration for their purpose. [2 marks]

ii. Mrs Packletide gives up big-game shooting because the hidden cost of preserving her reputation is too high. Miss Mebbin's cottage makes the phrase about incidental expenses ironic, exposing blackmail rather than ordinary hunting costs as the decisive burden. [2 marks]

iii. John expects Lavinia to faint or become hysterical if she sees Helen, so his concealment creates further suspicion. Instead, recognising an unglamorous ghost reassures her, revealing how his assumptions about his wife have prolonged the comic misunderstanding. [2 marks]

iv. Sebastian's message confirms the connection between the boys but does not provide a verified mechanism for it. Michael's final qualification through the title keeps readers between a claim of truth and the extraordinary possibilities of a virtual adventure. [2 marks]

v. The silence follows the loss of wind and turns the sea from a route of movement into a place of oppressive stillness. Speech seems only an interruption, emphasising isolation and the sailors' inability to control their circumstances. [2 marks]

vi. Caesar presents himself as constant and superior while the conspirators gather around him with a murderous purpose. The audience recognises danger beneath their apparent petition, making his confident refusal painfully ironic as his claimed control approaches sudden collapse. [2 marks]

12 Long answer 8 marks

A Model response

The two stories show that care requires attention without a claim to own another person's feelings. In Two Gentlemen of Verona, the narrator learns the brothers' private purpose from the nurse. He does not enter Lucia's room or tell the boys that he knows their secret. His restraint protects a family moment and recognises that assistance should not become an excuse for intrusion.

In The Letter, the workers treat Ali's repeated visits as entertainment. Calling his name when no letter has arrived turns intimate hope into a public joke. The postmaster understands the cruelty only after waiting anxiously for news of his own daughter.

A considerate observer would not need identical suffering before granting respect. The stories encourage readers to ask what another person may be carrying, offer help without demanding disclosure and keep vulnerability out of public amusement. Empathy includes both noticing need and allowing people to control how much of their private life they reveal.

Content 4: Narrator's knowledge and restraint 1; workers' mockery and postmaster's delayed empathy 1; comparison of privacy and observation 1; justified principles for considerate 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.

B Model response

Public presentation can conceal weaknesses, although the two plays expose very different kinds. In The Dear Departed, mourning clothes and obituary language suggest affection and respectability. The relatives' appropriation of Abel's belongings contradicts that display. Houghton makes the gap comic and unmistakable when the supposed dead man returns to confront their arrangements.

Caesar's confidence has a different source and consequence. He presents himself as fearless and constant, but Decius can influence him through flattery and the prospect of the crown. His dismissal of warnings and petitioners makes him appear secure at the moment when danger is closest. Shakespeare turns assurance into dramatic irony.

The comparison should not make Caesar's motives identical to the daughters' greed. Rather, both works ask an audience to test appearances against choices. Clothes, eloquence and certainty cannot alone establish moral worth. Honest relationships and judgement that can acknowledge vulnerability provide stronger evidence than the performance of being respectable or invincible.

Content 4: Mourners' appearance versus appropriation 1; Caesar's confidence and vulnerability 1; distinction between characters/methods 1; evaluated principle about judging 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 08