PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 03

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. Silent pupils had no questions. [1 mark]

ii. Several students had written the same unfinished question about the wider strip bending first. [1 mark]

iii. Silent writing allowed students to express curiosity without competing to speak or revealing their names. Grouping the slips then made a shared uncertainty visible, giving quieter learners a role in deciding what the class should investigate. Award 1 for reduced participation barrier + 1 for shared investigation. [2 marks]

iv. B. lacking clear detail. [1 mark]

v. Two groups placed their supports at different distances. [1 mark]

vi. False. The teacher continued to welcome them alongside other routes. [1 mark]

vii. A general comment can prompt the class to locate the precise step that was unclear. Reconstructing the activity then reveals differences in procedure, allowing students to improve both the explanation and the fairness of the investigation. Award 1 for clarifying confusion + 1 for procedural improvement. [2 marks]

viii. the sole evidence [1 mark]

ix. C. Different response routes can reveal hidden thinking. [1 mark]

x. Engage with/access the learning challenge of the subject. [1 mark]

2 Text and data 10 marks

i. A. One fifth (16 of 80). [1 mark]

ii. 8 students (32 − 24). [1 mark]

iii. Only twenty-four of eighty respondents selected recreational screen use, while the others selected different activities. The survey also did not distinguish all uses of devices, so it cannot support a universal explanation for delayed bedtimes. Award 1 for proportion/other categories + 1 for limited causal evidence. [2 marks]

iv. the number of hours respondents slept [1 mark]

v. Not publishing individual answers. [1 mark]

vi. B. 40% (32 ÷ 80 × 100). [1 mark]

vii. The council could ask when homework is assigned and how long students' journeys home take. These details would place evening choices in context and help distinguish pressures imposed by schedules from activities that students can adjust. Award 1 per relevant follow-up question. [2 marks]

viii. False. Each respondent selected one activity. [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

7 December 2026

Subject: Early departure

Madam

Please permit me to leave after the second period tomorrow for a scheduled dental appointment. My parent will collect me from the school office. I shall complete the missed work.

Yours obediently

Naina Paul, 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

The rain gauge consists of a transparent cylindrical container with a centimetre scale along its side. A wide funnel is fitted at the top, while a flat base supports the container. It is placed upright in an open area to collect rain. The amount collected is read against the scale at eye level. After each reading, the container is emptied so that the next measurement records a fresh collection.

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

6 River View

Bhopal

7 December 2026

The Editor

City Voice, Bhopal

Subject: Coordinating school assignments

Sir

Students sometimes receive several lengthy assignments with the same deadline. Late completion then interferes with their intended rest and leaves little time for family responsibilities. The answer is thoughtful coordination, not abandoning practice.

Schools could maintain a shared assignment calendar and announce major tasks early. Students should plan their work and seek help before difficulties accumulate. A discussion involving teachers, learners and families would reveal pressures that marks alone cannot show. Please highlight this need for balanced routines.

Yours faithfully

Naina Paul

B. Model response

11 Station Road

Bhopal

7 December 2026

The Head

Community Learning Centre, Bhopal

Subject: Reading support proposal

Madam

Our student group would like to support younger readers at your centre on Saturday mornings. We propose paired reading and short discussions using books selected by your staff. The aim is confidence and understanding, rather than competitive speed.

A teacher will supervise our volunteers, and we shall follow your safeguarding procedures. A simple reading record and regular feedback from learners could help review progress. Please suggest a suitable time to discuss group size and resources.

Yours faithfully

Dev Malik

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

Questions belong to everyone

By Dev Malik

A quick show of hands can make a classroom appear fully involved. Yet students who need time to organise a thought may remain silent even when they are curious. Participation should have more than one doorway.

Teachers can allow brief writing before discussion, invite questions anonymously and give pairs time to compare ideas. These approaches do not remove the need to think carefully. They help students express what they are already trying to understand.

Learners must also make room for one another. Laughing at a question can silence a classmate long after the lesson ends. Listening patiently and explaining without showing superiority makes shared enquiry possible.

A strong classroom is measured partly by the questions it welcomes. When uncertainty can be expressed safely, understanding becomes a shared responsibility.

B. Model response

Rest deserves a place in the timetable

By Naina Paul

Students often plan every available hour for work and then treat rest as whatever time remains. A sustainable routine needs deliberate space for sleep, recreation and ordinary family life.

Planning can begin with a realistic list of tasks. Starting longer assignments early and setting limits on recreational scrolling may prevent an evening from disappearing. Schools can help by coordinating deadlines and explaining priorities when several demands coincide.

The discussion should avoid blame. Some learners have long journeys or household duties that are invisible in a classroom. Listening to these circumstances makes solutions fairer than issuing the same instruction to everyone.

Students who feel overwhelmed should speak to a trusted adult and review their schedule together. Protecting rest is part of taking learning seriously, because an exhausted routine is difficult to sustain.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. had prepared — earlier of two past actions. [1 mark]

ii. C. several — plural countable noun. [1 mark]

iii. A. must — requirement. [1 mark]

8 Editing 4 marks

i. are → is [1 mark]

ii. whose → who; accept that [1 mark]

iii. bends → bend [1 mark]

iv. bend → bends [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. Dev said that he had tested the bridge. [1 mark]

ii. Naina asked Dev why he had moved the support. [1 mark]

iii. Although the task was difficult, the students continued. Accept: The students continued although the task was difficult. [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 A Shady Plot

Literature Reader, PDF page 59; quotation checked against supplied textbook.

i. Helen, speaking about the ghosts. [1 mark]

ii. Constant use of Ouija boards to summon/question spirits. [1 mark]

iii. Exasperation/weariness at foolish or excessive questions. [1 mark]

iv. It makes them resemble overworked ordinary employees, creating humour. [1 mark]

B The Rime of the Ancient Mariner

Literature Reader, PDF page 138; quotation checked against supplied textbook.

i. They are surrounded by water but have no drinkable water. [1 mark]

ii. The overwhelming abundance of unusable seawater and the sailors' desperate thirst. [1 mark]

iii. It is becalmed/motionless because the wind has dropped. [1 mark]

iv. The sailors cannot command wind or obtain fresh water despite being at sea. [1 mark]

C Snake

Literature Reader, PDF page 143; quotation checked against supplied textbook.

i. The snake. [1 mark]

ii. The first arrival has priority; he waits his turn. [1 mark]

iii. It gives the creature dignity as a fellow visitor/living being. [1 mark]

iv. He owns the trough but recognises that ownership does not automatically justify displacing the earlier visitor. [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. Patol Babu reaches the location before the appointed time and recalls never being late during his earlier employment. This attention to punctuality establishes professional discipline before the shooting begins, preparing us to recognise his seriousness about performance. [2 marks]

ii. Michael learns that Sebastian's games were stolen while the family was at the hospital. Since some games bought at the Computer Fair were second-hand, he infers that these were the stolen disks through which Sebastian reached him. [2 marks]

iii. Loona refuses the luncheon because Mrs Packletide's apparent triumph has wounded her pride. Rather than exposing the artificial hunt, her reaction mirrors the same hunger for social superiority, showing that rivalry traps both women in vanity. [2 marks]

iv. The frown and contemptuous expression suggest that the sculptor understood the ruler's passions accurately. Although the statue is broken, this artistic insight remains readable, allowing later observers to recognise the arrogance that political power could not preserve. [2 marks]

v. Shakespeare locates the beloved's continuing life in the poem and in the eyes of future readers. Each reading renews remembrance, so poetic survival depends on living human attention rather than the durability of stone or gilded monuments. [2 marks]

vi. Their offers follow Abel's declaration linking inheritance with the person caring for him. Because their earlier conduct centred on dividing his belongings, the sudden hospitality appears motivated by property rather than a reliable change in affection or responsibility. [2 marks]

12 Long answer 8 marks

A Model response

A public measure of success can overlook the qualities that give effort lasting value. Patol Babu is disappointed by a tiny role, but his mentor's teaching leads him to examine it carefully. He practises the sound, plans his movement and contributes a useful prop. Completing the performance gives him satisfaction that payment cannot adequately measure.

Shakespeare similarly questions an obvious symbol of greatness. Princes build expensive monuments, yet the sonnet claims that these will decay while poetry preserves a human memory. The comparison shifts attention from display to the power of meaningful expression and repeated reading.

Neither work suggests that effort should be careless about its effect. Patol wants a convincing performance, and the poet wants remembrance to reach future generations. Their point is that size and publicity cannot alone determine value. A learner can therefore take a modest task seriously when it develops skill, expresses commitment or creates something worth remembering.

Content 4: Patol's small role and preparation 1; sonnet's contrast between monuments and verse 1; comparison of visible size and deeper value 1; reasoned response to learner 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

Humour in both works makes uncomfortable failures visible. In A Shady Plot, John's anxious attempts to hide Helen produce the appearance of wrongdoing. The Ouija messages deepen Lavinia's suspicion because she interprets a ghost's name as evidence of a human rival. The comedy depends on gaps between what different characters know. Helen's eventual appearance clears the central misunderstanding and allows trust to return.

In The Dear Departed, the relatives' performance of grief clashes with their hurried appropriation of Abel's possessions. His unexpected return turns their arrangements into embarrassing evidence. Here the misunderstanding is sustained partly by greed and a careless assumption that he is dead.

The endings differ: one household recovers harmony, while Abel chooses greater independence from his daughters. Both works nevertheless show how appearances can distort relationships. Honest communication matters in the first; truthful care matters in the second. Laughter invites readers to notice behaviour they might otherwise excuse.

Content 4: Shady Plot misunderstanding and resolution 1; Dear Departed greed and exposure 1; meaningful comparison of comic methods 1; values and different outcomes 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 03