PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Answer Key 01

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. A tailor repaired what a circuit specialist could not. [1 mark]

ii. They could observe the repair, understand the fault and learn to prevent or fix simple failures. [1 mark]

iii. Recording failures helps later volunteers avoid repeating an ineffective method. It also preserves shared knowledge beyond any single repairer, so the register supports collective learning instead of merely celebrating individuals who complete successful repairs. Award 1 for avoiding repeated mistakes + 1 for preserving shared learning. [2 marks]

iv. B. A way of ranking individual success. [1 mark]

v. False. They kept the unsafe kettle unplugged. [1 mark]

vi. durable [1 mark]

vii. A shorter queue may show that residents have learned to handle simple faults themselves. Increased attendance suggests continuing interest in learning and teaching, so fewer repairs do not necessarily indicate that the project has lost value. Award 1 for independent repairs + 1 for attendance/learning evidence. [2 marks]

viii. a meeting place for skills [1 mark]

ix. C. Useful services can help people become independent. [1 mark]

x. Volunteers labelled the cracked kettle unsafe and kept it unplugged. [1 mark]

2 Text and data 10 marks

i. C. 40% (16 ÷ 40 × 100). [1 mark]

ii. 24 students (40 − 16). [1 mark]

iii. The school recorded travel choices rather than pollution measurements. It also did not record journey distances, so the figures cannot show how much car travel was avoided or establish the environmental effect of the change. Award 1 for no pollution measurement + 1 for no distances. [2 marks]

iv. A. A meeting point on the route. [1 mark]

v. 40 [1 mark]

vi. Their needs or barriers may differ from those of volunteers; consulting them helps judge whether expansion is suitable. [1 mark]

vii. The council should consult families who did not volunteer and check route access and supervision needs. The small, self-selected trial shows promise but does not establish that the arrangement will suit the whole school community. Award 1 for consultation/practical check + 1 for limitation. [2 marks]

viii. B. Eighteen participants mainly used the walking group at the end. [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

10 November 2026

Subject: Leave for athletics trial

Madam

Please grant me leave on 12 November to attend the district athletics trial. I shall obtain class notes from a classmate and complete all missed assignments the next day.

Yours obediently

Aditi Sen, 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 portable reading lamp has a navy metal base and a flexible neck supporting a white rectangular LED head. A power button is positioned on the base. The lamp offers three brightness settings, allowing the user to adjust its light. Its rechargeable battery is charged through a USB port. The flexible neck allows the head to be repositioned for reading. The lamp is a portable item intended for use where focused light is needed.

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

14 Lake Road

Kolkata

10 November 2026

The Municipal Engineer

Kolkata Municipal Office

Subject: Repair of leaking public tap

Sir

The public tap outside our community centre has leaked continuously for a week. Water collects on the pavement, making access difficult and wasting a shared resource. Residents have placed a bucket beneath it, but this is only temporary.

Please arrange an inspection and replace the faulty fitting. A contact number displayed nearby would help residents report future leaks promptly. Timely maintenance will conserve water and keep the pavement usable.

Yours faithfully

Aditi Sen

B. Model response

22 Park Lane

Kolkata

10 November 2026

The Director

District Science Centre, Kolkata

Subject: Request for science workshop

Madam

Our Class X science club wishes to attend a workshop on testing everyday claims. Activities comparing absorbency or examining advertising evidence would help us distinguish observation from assumption.

Please suggest a date in December, the group size and a reduced school fee. Clear instructions, accessible workstations and materials for students working in pairs would enable broad participation. Kindly share the safety requirements and booking procedure. We hope to use the experience in our school exhibition.

Yours faithfully

Kabir Roy

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

Repair before replacement

By Aditi Sen

A loose strap or a broken switch can send a useful object towards the dustbin. Before replacing it, we should ask whether a safe repair is possible. This question can save materials and make us more attentive owners.

Schools can organise supervised repair sessions where students learn simple stitching and maintenance. Keeping a record of faults helps others learn, while explaining each step makes knowledge available beyond the workshop. Electrical work must remain with qualified adults; an unsafe object should never become an experiment.

Repairing will not solve every waste problem. Some items cannot be restored responsibly. Yet choosing carefully, maintaining what we own and seeking skilled advice can reduce unnecessary purchases. The goal is thoughtful use rather than endless consumption.

B. Model response

Learning to disagree respectfully

By Kabir Roy

A classroom brings together people with different experiences. Agreement on everything is unlikely, but respectful disagreement can strengthen a community when students feel safe to speak.

Listening is the first responsibility. Before replying, we can restate the other person’s point and ask whether we understood it correctly. Arguments should address evidence rather than someone’s language, background or identity. If a remark causes hurt, acknowledging it is more useful than dismissing the reaction.

Teachers can organise mixed groups with shared tasks so that students discover one another’s abilities. Class discussions also need clear rules about interruptions and personal attacks.

National integration grows through these ordinary habits. We need not erase differences to work together. We need patience, fair participation and a willingness to revise an opinion.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. B. is — singular assistant; present progressive. [1 mark]

ii. C. a — “useful” begins with a consonant sound. [1 mark]

iii. D. must — obligation. [1 mark]

8 Editing 4 marks

i. are → is [1 mark]

ii. who → that; accept which [1 mark]

iii. arrange → arranged [1 mark]

iv. much → many [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 librarian requested Riya to close the window. [1 mark]

ii. Aman asked Riya if/whether she had returned his atlas. [1 mark]

iii. We can leave after the bell rings. [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

Literature Reader, PDF page 21; quotation checked against supplied textbook.

i. It reflects responsibility and selfless determination to support Lucia. [1 mark]

ii. They shined shoes; accept sold fruit, sold newspapers, guided tourists or ran errands. [1 mark]

iii. The narrator admires their character, while Luigi initially judges their shabby appearance. [1 mark]

iv. True gentility rests on conduct and care for others rather than wealth or clothing. [1 mark]

B Ozymandias

Literature Reader, PDF page 125; quotation checked against supplied textbook.

i. The ruined statue of Ozymandias. [1 mark]

ii. The ruler boasts of mighty works, but his achievements have vanished. [1 mark]

iii. Alliteration of the /l/ sound. [1 mark]

iv. Political power and pride are temporary and cannot defeat time. [1 mark]

C The Frog and the Nightingale

Literature Reader, PDF page 113; quotation checked against supplied textbook.

i. Unrestricted audience applause/external approval. [1 mark]

ii. It makes her accept the frog's demands to regain approval rather than trust her own judgement. [1 mark]

iii. It has become a compulsive dependence. [1 mark]

iv. Talent needs self-belief; relying entirely on approval can destroy independent enjoyment. [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 narrator does not enter Lucia's room and does not reveal what the nurse has told him. His silence respects the brothers' privacy and allows them to preserve their independence without feeling exposed or pitied. [2 marks]

ii. Mrs Packletide plans to give Loona a tiger-claw brooch after staging her own hunting triumph. The gift is meant to advertise her supposed achievement and outshine Loona's flight, turning an apparently generous gesture into calculated humiliation. [2 marks]

iii. Separation from Miriam makes Ali understand the suffering caused by broken family bonds. He can no longer enjoy the terror of young partridges deprived of their parents, because his own loneliness has awakened sympathy for them. [2 marks]

iv. Remembering his mentor's advice, Patol Babu explores different inflections of his single syllable and rehearses physical reactions. He discovers that careful interpretation can give a small role depth, so artistic responsibility matters more than dialogue length. [2 marks]

v. Victoria questions the removal of her grandfather's belongings while the adults treat the act as practical. Her discomfort exposes their dishonesty and shows that a child recognises the respect and fairness missing from supposedly responsible grown-ups. [2 marks]

vi. Antony recalls that Caesar refused the crown three times, offering public evidence against the charge of ambition. By inviting the crowd to compare this action with Brutus's accusation, he gradually weakens their acceptance of the assassination. [2 marks]

12 Long answer 8 marks

A Model response

Patol Babu and the two brothers give ordinary work a value that cannot be measured by status. Patol initially feels humiliated when his dialogue consists of a single syllable. Remembering his mentor, he practises its emotional shades, plans the collision and suggests a newspaper as a prop. His satisfaction comes from fulfilling the role with care, rather than from collecting payment.

Nicola and Jacopo perform several modest jobs to support Lucia's treatment. They accept discomfort and postpone personal wishes without advertising their sacrifice. Their dignity lies in the purpose and reliability of their labour, not in its social prestige.

The situations differ: one concerns artistic fulfilment and the other family responsibility. Yet both show that meaningful work requires attention beyond appearances. A society that honours only fame or wealth would overlook these achievements. The texts ask readers to recognise integrity in actions that may receive little public recognition.

Content 4: Patol's initial disappointment and renewed effort 1; brothers' work and purpose 1; reasoned comparison 1; value-based evaluation of ordinary work 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 speaker in Snake and the postmaster in The Letter show that moral growth begins when a person questions an earlier response. Neither becomes wiser by defending every action.

The speaker welcomes the snake instinctively but is divided by learned ideas about danger and masculinity. When he throws a log as the creature withdraws, his immediate regret exposes the pettiness of the act. Calling the snake a lord of life reveals a renewed respect that his action failed to express.

The postmaster initially treats Ali's anxiety with impatience. Waiting for news of his own ill daughter enables him to understand the human feelings carried by letters. His remorse changes the way he sees his work.

Their recognition does not undo suffering, but it makes ethical change possible. For a school leader, confidence should therefore include listening, acknowledging harm and improving conduct. Refusing to admit error would preserve pride at the expense of understanding.

Content 4: Snake conflict and regretted action 1; postmaster's changed circumstances and empathy 1; comparison of self-correction 1; reasoned challenge to claim/application 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 01