PAUL ACADEMY

English Mines™ | Prepared by Paul Masih

Class 10 English Communicative (101)

Explanatory Answer Key and Marking Scheme 19

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. Its shade reaches his study window and it is part of familiar family life; paragraph 1. [1 mark]

ii. B. A family relationship with the place. They show use and affection, not ownership documents. [1 mark]

iii. The question concerns whether the ground beyond the courtyard belongs to the family. Birthday photographs show that the family used and valued the place, but they cannot establish the boundary that an ownership claim would require evidence to support. [2 marks]

Marks: ownership/boundary question 1; photographs show association, not proof of that claim 1.

iv. Cutting the tree or branch on their own; paragraph 3. [1 mark]

v. The neighbour moves his mat, or the tea seller parks farther away; either for 1. [1 mark]

vi. B. other people's uses of the tree. The neighbour and tea seller have their own connections with the place. [1 mark]

vii. It names what the family actually did: report damage and request inspection. It also acknowledges others keeping the area clear, replacing a broad claim of saving the tree with a specific account of several people's contributions. [2 marks]

Marks: specific family actions 1; other contributions replace sole-hero claim 1.

viii. No. He retains his affection while changing the exclusive claim attached to it. [1 mark]

ix. description of his place beside it. Accept account/perspective with the same meaning. [1 mark]

x. B. From an exclusive claim to shared recognition. The narrator recognises other people's connections and actions. [1 mark]

2 Text and data 10 marks

i. Thursday, at 50 cm. [1 mark]

ii. B. +6 cm: 50 − 44. [1 mark]

iii. Forty-seven centimetres is the gauge level at the observation time, measured from a fixed reference. The notebook does not measure incoming water, and changes in level cannot by themselves identify how much water entered or which process caused the change. [2 marks]

Marks: level from reference 1; inflow/cause not measured 1.

iv. A rise of 6 cm: 48 − 42. [1 mark]

v. Tuesday–Wednesday (−3 cm) and Thursday–Friday (−2 cm); both for 1. [1 mark]

vi. 8 a.m., as stated in the notebook instructions. [1 mark]

vii. The table records water levels, but contains no rainfall or inflow measurements. It establishes a rise between the two observations, not the cause of that rise, so attributing it specifically to rain would go beyond the supplied evidence. [2 marks]

Marks: rise observed 1; missing causal records prevent rain conclusion 1.

viii. False. Thursday is the highest recorded observation, but levels between readings are unknown. [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

14 December 2026

Subject: Project register correction

Madam

Please add my partner Kabir’s name to our science project entry. I accidentally omitted it and take responsibility. Our joint work record is available for verification. Kindly notify the assessment coordinator.

Yours obediently

Isha Rao, X B

Other relevant points: Correct attribution and offer verification without inventing marks or demanding a score change.

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 drawing compass has two hinged metal legs joined beneath a round black knob. One leg ends in a pointed tip, while the other holds a short pencil. An adjustment screw helps set the distance between the legs. The instrument is used to draw circles and is stored in a narrow plastic case. Its point, pencil holder, hinge and knob are the main visible parts.

Other relevant points: Describe the stated construction and purpose without inventing a size or accuracy rating.

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

5 Canal Road

Mysuru

14 December 2026

The Officer

District Library, Mysuru

Subject: Private enrolment for adult reading classes

Sir

Some adult beginners hesitate to join the library's reading classes because enrolment names are announced in the public hall. A useful learning opportunity should not require people to discuss their difficulties before other visitors.

Please provide a private registration desk or a contact through whom applicants can speak individually. Staff could explain class timings and materials without announcing a learner's circumstances. Kindly publicise the opportunity while keeping personal enrolment information within the arrangements needed to run the class.

Yours faithfully

Isha Rao

Other relevant points: Private registration and respectful staff explanation are relevant.

B. Model response

29 Bridge Street

Mysuru

14 December 2026

The Manager

Heritage Walks, Mysuru

Subject: Disrespectful conduct on a guided walk

Madam

During Saturday's walk, the guide repeated a visitor's accent for amusement after the visitor asked a question. The visitor stopped participating, and several students felt uncomfortable.

Please investigate the incident, offer an appropriate apology and make expectations for respectful communication clear to staff. Guides can ask for clarification without turning a person's speech into entertainment. Kindly explain how questions will be welcomed on future walks and identify a contact for reporting a similar concern.

Yours faithfully

Kabir Sen

Other relevant points: A precise incident, appropriate response and future behaviour expectations are relevant.

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

Beginning again deserves privacy

By Isha Rao

An adult who wants to learn to read has already taken a significant first step. Publicly announcing that person's difficulty can make the next step harder rather than celebrate courage.

Libraries and learning centres should publicise classes widely while allowing individuals to register quietly. A private conversation can explain timings, materials and expectations without making someone's circumstances the subject of a hall full of listeners.

Respect also means speaking directly to learners and asking what arrangements would help them attend. Encouragement should not become pressure to share a personal story for publicity. A person can value an opportunity without wishing to appear in a campaign photograph.

Education remains open throughout life when its entrance is practical and considerate. Protecting a beginner's privacy helps create the space in which confidence can grow through learning itself.

Other relevant points: Distinguish publicity for provision from publicity about an individual.

B. Model response

A guide must welcome the question

By Kabir Sen

A visitor's question is an opportunity to make a place more understandable. If a guide mocks the way it is spoken, the whole group learns that curiosity may carry a social cost.

People bring different accents and levels of familiarity to a tour. A guide can politely ask someone to repeat or explain a word without imitating the person for laughter. The purpose is to establish meaning, not to rank speakers.

Tour organisers should include respectful communication in staff preparation and provide a clear contact for concerns. Listening to a complaint should lead to an appropriate response, not a demand that the visitor simply tolerate a joke.

A worthwhile travel experience leaves people better informed and more willing to ask. Welcoming the question is therefore part of the guide's professional work, as necessary as knowing the route.

Other relevant points: Develop respectful clarification and accountability without stereotypes.

Section C Grammar 10 marks

7 Gap filling 3 marks

i. A. has read. Present perfect links this week's repeated observations with the present record. [1 mark]

ii. B. no. The following clause confirms that no days are missing. [1 mark]

iii. C. must not. The context prohibits an unsupported invented explanation. [1 mark]

8 Editing 4 marks

i. is → are. The plural head subject readings takes are. [1 mark]

ii. many → much. Advice is uncountable; accept some as a natural suitable replacement. [1 mark]

iii. which → who. A person as the subject of the relative clause takes who; accept that in this defining clause. [1 mark]

iv. since → for. For introduces a duration; since introduces a starting point. [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. Kabir said that he would check the entry. Will normally backshifts to would after a past reporting verb. [1 mark]

ii. Isha revised the account because it ignored other people's work. Accept the because-clause first. It states the reason for revising. [1 mark]

iii. We need to know whether the ground belongs to the family. The noun clause presents an unresolved yes/no question in 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 46. Window: He … verse..

i. The postmaster. [1 mark]

ii. A clerk who writes verse. [1 mark]

iii. Of mediocre or unremarkable quality, rather than emotionally unconcerned. [1 mark]

iv. It turns the comparison into a teasing or dismissive personal joke at the clerk's expense. [1 mark]

B A Shady Plot

Interact in English Literature Reader, revised February 2023, PDF page 65. Window: That … brassily..

i. Lavinia's. [1 mark]

ii. Her stated intention to leave John/the home. [1 mark]

iii. It appears to leer or look at John insolently, like a person. [1 mark]

iv. John Hallock's; he is the first-person observer. [1 mark]

C Snake

Interact in English Literature Reader, revised February 2023, PDF page 144. Window: And … wall-face..

i. Slowness: slowly, very slowly and slow length. [1 mark]

ii. A deeply dreamy, unhurried or drowsy state. [1 mark]

iii. It continues without a complete stop across the lines; enjambment draws out the movement. [1 mark]

iv. Back up the broken bank of the speaker's wall-face. [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. Caesar imagines himself and danger as lions born together, then claims to be the elder and more terrible. He treats risk as a rival he can outrank, turning an uncertain situation into a contest already settled by his superiority. [2 marks]

Content 1: shared lion origin and claimed superiority to danger. Expression 1.

ii. Henry's remark that hardness runs in the family can include Amelia as well as her sister. When she challenges him, he redirects it towards her father. The retreat exposes his caution about criticising his wife openly, despite the implied judgement. [2 marks]

Content 1: remark implicitly includes Amelia; redirecting it shows caution. Expression 1.

iii. A newspaper account places Sebastian's condition within Michael's ordinary world before the gaming events are explained. The familiar reporting form gives the mystery a public frame, so recognition involves connecting two apparently separate sources rather than merely accepting an adventure. [2 marks]

Content 1: newspaper establishes public ordinary-world frame; connection across sources. Expression 1.

iv. The successful concerts please him as a source of income, yet the nightingale's admiration from distinguished listeners stirs resentment. The paired tastes hold profit and envy together, preventing his apparent pleasure from being mistaken for uncomplicated delight in her achievement. [2 marks]

Content 1: profit/pleasure and jealous resentment together; taste contrast. Expression 1.

v. The phrase presents forgetting as a hostile force that would erase everything, enlarging the threat beyond physical death. By giving memory an enemy, the speaker makes the beloved's promised advance sound like resistance to obliteration rather than mere passive preservation. [2 marks]

Content 1: total forgetting personified as hostility and active resistance. Expression 1.

vi. Report first denotes the rifle's sound, which startles the old tiger and contributes to its fatal collapse. The word places an audible event before the supposed triumph, preparing a causal explanation that differs from the claim of an accurate shot. [2 marks]

Content 1: report means gun sound; startle/heart failure rather than bullet killing tiger. Expression 1.

12 Long answer 8 marks

A Model response

Objects do not literally pass moral judgements, yet narration and staging can make them feel accusatory. John describes Lavinia's suitcase lock as though it leers at him. Her planned departure gives the object an apparent certainty that contrasts with his frantic attempts to manage the situation. The judgement comes through his anxious perception.

In the play, the bureau and clock confront the family differently. Their presence downstairs supplies material facts that the adults' explanations cannot easily overcome. Abel recognises what belongs to him, so the furniture helps expose actions that speech has tried to disguise.

The distinction matters. A suitcase becomes threatening through a narrator's description; moved possessions become incriminating through their actual location. Both devices let an audience read more than a character directly admits. Comic objects can therefore reveal emotional fear or concealed conduct, provided readers distinguish a person's imaginative response from the physical evidence placed before everyone on stage.

Content 4: Suitcase personification through John's anxiety 1; moved furniture as material evidence 1; distinction between perception and observable location 1; evaluated comic role of objects 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

Both speakers use forceful language, but their confidence serves different purposes. Caesar pictures himself and danger as lions and calls himself the elder and more terrible. The comparison makes risk seem subordinate to his personal greatness. In the scene, such self-description helps him dismiss warnings rather than investigate them.

The sonnet's speaker also confronts a threat, presenting death and forgetting as forces against which the beloved will continue. This assurance belongs to a poetic promise of remembrance. It addresses another person and asserts the work that verse will perform through later readers.

Confidence therefore cannot be interpreted by tone alone. We must ask whom it serves and what decision it supports. Caesar's claim reinforces his own exceptional status in an immediate dangerous situation; the poem's claim offers enduring recognition to someone else. Both may be bold, but their audiences, purposes and relationships to practical judgement differ. Reading those differences prevents a single label from replacing interpretation.

Content 4: Caesar's lion comparison and dismissal of warnings 1; sonnet's challenge to oblivion/remembrance 1; self-elevation versus assurance to another 1; evaluated purposes/audiences beyond shared confident tone 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 19