# Paper 11 Explanatory Answer Key

FINAL PRODUCTION
Board: CBSE  Class: 10  Code: 184  Session: 2026–27
English Language and Literature
Time allowed: 3 hours  Maximum marks: 80
**Paper ID:** PA-EXAM-CBSE184-C10-2026-27-PAPER11
**Role:** AK | Version: 3.0.0
TEACHER COPY — keep separate from the student question paper.
The reading passages and assessment datasets are original. All assessment scenarios and datasets describe fictional cases. Models are indicative; credit defensible independent expression.

## Marking guidance

This key answers all 61 offered response units, including internal alternatives. A permitted attempt carries 80 marks; the offered alternatives total 120 and are not added as the maximum.
Value points are indicative: credit correct independent expression. For extra answers, retain the higher-scoring response and identify the other as Extra Question. An MCQ answer containing more than one option receives no marks. (MS p. 1)
Use evidence and grammar rules as appropriate. Do not invent half-mark divisions, universal word-limit penalties or other unprinted deductions.

## Verified rubric reference

| Assessment | Marking allocation |
|---|---|
| Q 4 Formal letter | Format 1; content 2; organisation 1; accuracy 1 =5 (MS pp. 3–4) |
| Q 5 Analytical paragraph | Content 2; organisation 2; accuracy 1 =5. No title or heading. (MS pp. 4–5) |
| Q 8 and Q 9 Short literature | Content 2; expression 1. Accuracy: deduct up to 1 from overall as printed; teacher confirms scope. (MS pp. 6–7) |
| Q 10 and Q 11 Long literature | Content 3; expression 2; accuracy 1 =6 (MS p. 8) |

## Application and moderation

Paper 11 is a PAUL ACADEMY practice paper. The supplied syllabus has a year-heading conflict. Textual checks use the saved revised First Flight chapters and supplied Tripura supplementary adaptation. Source-edition qualifications and marking-policy notes are recorded in the separate teacher moderation report and retained alongside this final production series. No newly invented textbook quotation is used.

## Question 1 Discursive reading

**1(I)** [1 mark]

**Model answer:** (c) What the display claims the replica is.

**Reasoning:** A labelled copy can have an honest purpose; a misleading claim changes its evidential role.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 museum passage, paragraph 1.

**1(II)** [1 mark]

**Model answer:** Showing a fragile object's shape, or allowing visitors to handle a form otherwise kept behind glass.

**Reasoning:** Either use is sufficient.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 museum passage, paragraph 1.

**1(III)** [1 mark]
**Model answer:** reconstructed
**Reasoning:** It distinguishes recreated features from directly preserved ones.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 11 museum passage, paragraph 2.

**1(IV)** [2 marks]
**Model answer:** An old object may include repairs, repainting or fragments assembled later. The label original does not explain those changes, so visitors still need to ask what survives and how the appearance they see was produced through preservation and intervention.
**Reasoning:** Originality and preservation history are different questions.
**Marking points:** 1 mark: Original objects may contain repairs or later changes; 1 mark: Their present appearance still needs explanation.
**Evidence or rule:** Original Paper 11 museum passage, paragraph 3.

**1(V)** [1 mark]
**Model answer:** (a) That it has been reconstructed from comparable objects.
**Reasoning:** The basis of reconstruction should be disclosed.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 11 museum passage, paragraph 2.

**1(VI)** [1 mark]
**Model answer:** False
**Reasoning:** The copy's different material and purpose limit that inference.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 11 museum passage, paragraph 4.

**1(VII)** [1 mark]

**Model answer:** (d) What survives, what was changed, and what supports the reconstruction?

**Reasoning:** It separates evidence from later intervention and inference.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 museum passage, paragraphs 3–5.

**1(VIII)** [2 marks]

**Model answer:** Alternative reconstructions can reveal where surviving evidence leaves a detail uncertain. The display should also explain the reasons supporting each version, so visitors can recognise the uncertainty without assuming that any imagined reconstruction deserves the same confidence as another.

**Reasoning:** Distinguish acknowledging alternatives from equalising their evidential support.

**Marking points:** 1 mark: Alternatives reveal uncertainty left by evidence; 1 mark: Reasons must explain differences in support rather than imply equal confidence.

**Evidence or rule:** Original Paper 11 museum passage, paragraph 5.

## Question 2 Case based reading

**2(I)** [1 mark]

**Model answer:** 64

**Reasoning:** 65 would round to 70;55 through 64 round to 60.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 rounded-attendance case, rounding rule and table.

**2(II)** [1 mark]

**Model answer:** (b) 34

**Reasoning:** 34 rounds down to 30;35 and 45 round upward, while 24 rounds to 20.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 rounded-attendance case, paragraph 1.

**2(III)** [1 mark]

**Model answer:** 200

**Reasoning:** 40 + 60 + 30 + 50 + 20 = 200.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 rounded-attendance case, table.

**2(IV)** [1 mark]

**Model answer:** (c) Individual upward and downward changes need not cancel.

**Reasoning:** A sum of rounded components can differ from the sum of the originals.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 rounded-attendance case, paragraph 2.

**2(V)** [2 marks]

**Model answer:** B's displayed sixty represents at least fifty-five visitors, whereas A's displayed forty represents at most forty-four. Since B's minimum exceeds A's maximum, the possible ranges do not overlap and their order is secure even without exact counts.

**Reasoning:** Use both range endpoints, not the displayed difference as an exact difference.

**Marking points:** 1 mark: B minimum 55 and A maximum 44; 1 mark: Non-overlap proves B>A without exact counts.

**Evidence or rule:** Original Paper 11 rounded-attendance case, paragraphs 1–2.

**2(VI)** [1 mark]

**Model answer:** Yes

**Reasoning:** 24 rounds down to 20 under the stated rule.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Original Paper 11 rounded-attendance case, paragraph 1 and table.

**2(VII)** [1 mark]
**Model answer:** No
**Reasoning:** The directions and sizes of the individual rounding changes are not recorded.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 11 rounded-attendance case, paragraph 2.

**2(VIII)** [1 mark]
**Model answer:** Rounded
**Reasoning:** The third paragraph explicitly recommends that label.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 11 rounded-attendance case, paragraph 3.

**2(IX)** [1 mark]
**Model answer:** (a) The five original counts before rounding.
**Reasoning:** The original component values recover the exact sum.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 11 rounded-attendance case, paragraph 3.

## Question 3 Grammar

**3(I)** [1 mark]
**Model answer:** (b) was able to
**Reasoning:** Was able to locates the achieved action in the stated past event.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: was able to for an achieved particular past action.

**3(II)** [1 mark]
**Model answer:** went
**Reasoning:** It is time followed by a subject commonly takes a past form to express that the action should happen now.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: past form after it is time plus a subject.

**3(III)** [1 mark]
**Model answer:** (c) neither
**Reasoning:** Neither plus singular key excludes both members of the specified pair.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: neither as negative distribution over a pair.

**3(IV)** [1 mark]
**Model answer:** have → has
**Reasoning:** Many a is followed by a singular noun and singular agreement despite referring to multiple individuals distributively.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: many a plus singular noun and singular verb.

**3(V)** [1 mark]
**Model answer:** introduce ourselves briefly.
**Reasoning:** The reported subject we requires ourselves rather than yourselves. Preserve the instruction and adverb.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: reflexive agreement after a reporter-person change.

**3(VI)** [1 mark]
**Model answer:** (a) must
**Reasoning:** Deductive must can remain must; had to would risk changing a strong inference into past necessity.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: deductive must need not backshift into obligation.

**3(VII)** [1 mark]
**Model answer:** has → have
**Reasoning:** The rich is an adjective used as a plural noun phrase referring to a class of people. It takes have, not a singular verb.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: the plus adjective can denote a plural class of people.

**3(VIII)** [1 mark]

**Model answer:** Did you visit

**Reasoning:** Last Sunday is a finished past time. The ordinary question uses did plus base visit, not present perfect.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Grammar rule: simple past with an explicitly finished time.

**3(IX)** [1 mark]

**Model answer:** (d) a few

**Reasoning:** Copies are countable and plural; a few gives a small available number rather than almost none.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Grammar rule: a few for a positive small countable quantity.

**3(X)** [1 mark]

**Model answer:** will be able to

**Reasoning:** Standard English does not combine will directly with can. Be able to supplies an infinitival expression of ability after will.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Grammar rule: modal will plus be able to rather than two central modals.

**3(XI)** [1 mark]

**Model answer:** No sooner had we arrived

**Reasoning:** Fronted negative no sooner requires subject-auxiliary inversion. Move had before we; retain the past perfect and the following than clause.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Grammar rule: auxiliary inversion after fronted no sooner.

**3(XII)** [1 mark]
**Model answer:** she could use my notes.
**Reasoning:** The addressee you becomes she and can conventionally becomes could. My remains my because the same person reports their own statement.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: first-person possessive remains stable under self-reporting.

## Question 4 Formal letters

**4(A)** [5 marks]
**Model answer:** 5 Banyan Close
Meherpur
4 November 2026
The Curator
Local Museum
Meherpur
Subject: Request for a supervised replica session
Sir/Madam,
Our class would like to request a supervised session in which pupils can handle clearly labelled replicas of selected museum objects. Comparing shape, balance and ways of holding an object could support our classroom work, especially where original items must remain protected. Please explain which handling materials are available and whether their weight or texture differs from the originals. We would also appreciate guidance about group size, supervision and any restrictions on photography or note taking. We are not requesting access to fragile originals. If a session is possible, kindly suggest suitable dates and inform us of any charges before our teacher confirms arrangements. We will follow the museum's stated procedures and prepare questions in advance.

Yours faithfully,
Tara
**Reasoning:** Enquiry states replica purpose and asks rather than assumes access conditions.
**Marking points:** 1 mark: Format; 2 marks: Relevant content; 1 mark: Organisation; 1 mark: Accuracy.
**Evidence or rule:** Original Paper 11 writing task; official MS PDF 4–5.

**4(B)** [5 marks]

**Model answer:** Student Council
Lake School
Meherpur
4 November 2026
The Principal
Lake School
Meherpur
Subject: A clear process for correcting notices
Sir/Madam,
I propose a simple process for correcting mistakes in student notices. When a time, venue or requirement changes, a replacement sheet should identify the date of correction and state exactly what has changed. Readers may otherwise continue relying on a photograph of the earlier notice. The current version could be displayed prominently, with a short correction message placed wherever the original appeared. An archived copy should remain with the responsible teacher so that the sequence can be checked if confusion arises. We suggest testing the process during the next activity cycle and collecting feedback from class representatives. Kindly advise who should authorise corrections and how urgent changes should be communicated to absent pupils.

Yours faithfully,
Dev

**Reasoning:** Proposal addresses version visibility and records; it does not claim an existing school policy.

**Marking points:** 1 mark: Format; 2 marks: Relevant content; 1 mark: Organisation; 1 mark: Accuracy.

**Evidence or rule:** Original Paper 11 writing task; official MS PDF 4–5.

## Question 5 Analytical paragraphs

**5(A)** [5 marks]

**Model answer:** A does not meet the project's editing requirement, even though acknowledging its creator would satisfy its separate credit condition. B and C both allow editing, and the project's decision to acknowledge every creator means that B's credit requirement creates no conflict. C's optional acknowledgement does not prevent the school from giving credit voluntarily. Both are therefore eligible under the stated conditions. The table does not compare their subject matter, quality or suitability for the intended audience, so it cannot identify one overall winner. Those features would need separate consideration. The analysis uses only the fictional conditions supplied and does not imply permission for any real work outside this exercise.

**Reasoning:** A fails a necessary condition; B/C meet the stated conditions. Optional credit does not forbid credit.

**Marking points:** 2 marks: Accurate analysis; 2 marks: Organisation; 1 mark: Accuracy.

**Evidence or rule:** Original Paper 11 fictional permission table.

**5(B)** [5 marks]

**Model answer:** The comments about headings and page layout can coexist because clear placement of material does not guarantee that every heading describes its article well. The judgements about variety and repeated themes require closer examination, but they are not automatically contradictory either: the reviewers may count topics at different levels. Several articles about sport could cover different activities while still dominating the issue. The editor should ask each reviewer to identify examples, list the themes and examine how space is distributed. Replacing one verdict with the other would be premature. Specific evidence could show whether the concern is unclear labelling, uneven coverage or a difference in how the reviewers define variety.

**Reasoning:** Distinguish layout from headings and broad themes from subtopics; do not invent counts.

**Marking points:** 2 marks: Accurate analysis; 2 marks: Organisation; 1 mark: Accuracy.

**Evidence or rule:** Original Paper 11 reviewer cues.

## Question 6 Prose and drama extracts

**6(A)(I)** [1 mark]

**Model answer:** (a) The identity of tea's discoverer.

**Reasoning:** The speaker explicitly denies definite knowledge of who discovered it.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 11 / printed 73.

**6(A)(II)** [1 mark]

**Model answer:** Boil it.

**Reasoning:** The habitual action is explicitly stated.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 11 / printed 73.

**6(A)(III)** [1 mark]

**Model answer:** delicious

**Reasoning:** It describes the flavour given to the water.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 11 / printed 73.

**6(A)(IV)** [2 marks]

**Model answer:** The emperor is following his practice of boiling drinking water, not searching for a drink. Leaves accidentally fall from the burning twigs into the pot, and their flavour turns that familiar routine into the setting for a legendary discovery.

**Reasoning:** Describe the legend's causal sequence without certifying it as history.

**Marking points:** 1 mark: Routine boiling is not a planned search; 1 mark: Accidental leaves give flavour and produce the legendary discovery.

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 11 / printed 73.

**6(B)(I)** [1 mark]

**Model answer:** Mrs Pumphrey

**Reasoning:** The chapter identifies Tricki's mistress as the speaker.

**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.

**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 13 / printed 1.

**6(B)(II)** [1 mark]
**Model answer:** (b) Her assumption that he suffers from malnutrition.
**Reasoning:** I thought introduces her interpretation, not a verified diagnosis.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 13 / printed 1.

**6(B)(III)** [2 marks]
**Model answer:** The speaker names several additions between meals and at night, yet minimises their significance with a casual closing phrase. The contrast suggests that her affectionate justification prevents her from recognising the scale of the extra feeding she has just described.
**Reasoning:** Analyse minimisation in speech; this is a fictional character, not veterinary advice.
**Marking points:** 1 mark: Several extras are listed; 1 mark: Closing phrase downplays their scale and exposes limited self-awareness.
**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 13 / printed 1.

**6(B)(IV)** [1 mark]
**Model answer:** listless
**Reasoning:** It matches her description of having no energy.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 13 / printed 1.

## Question 7 Poetry extracts

**7(A)(I)** [1 mark]
**Model answer:** At the jungle's edge.
**Reasoning:** The second line gives their position.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

**7(A)(II)** [1 mark]
**Model answer:** (d) Bared fangs and the act of terrorising.
**Reasoning:** The description includes threatening animal power.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

**7(A)(III)** [1 mark]
**Model answer:** Exposing or showing.
**Reasoning:** It describes revealing fangs and claws, not carrying something.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

**7(A)(IV)** [2 marks]
**Model answer:** The imagined free tiger snarls, shows fangs and claws, and frightens a village. These details acknowledge danger alongside freedom, so criticism of its confinement does not turn the poem into an assurance that people could approach the animal safely.
**Reasoning:** Interpret literary representation without giving wildlife handling advice.
**Marking points:** 1 mark: Explicitly threatening details identified; 1 mark: Sympathy for confinement is not a claim of safe proximity.
**Evidence or rule:** FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

**7(B)(I)** [1 mark]
**Model answer:** The nature or meaning of loss.
**Reasoning:** The textbook gloss explains epistemology of loss.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46; vocabulary PDF 16 / printed 47.

**7(B)(II)** [1 mark]
**Model answer:** (c) learning to continue after an experience of loss.
**Reasoning:** The repeated phrase gives recovery an active metaphorical form.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46; vocabulary PDF 16 / printed 47.

**7(B)(III)** [1 mark]
**Model answer:** what every man must one day know
**Reasoning:** Accept every man with the explanation that it generalises the experience.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46; vocabulary PDF 16 / printed 47.

**7(B)(IV)** [2 marks]
**Model answer:** One day presents loss as an experience everyone will eventually meet, while many days recognises that it may recur throughout life. The contrast broadens his difficulty into a shared human experience and something learned repeatedly rather than once only.
**Reasoning:** Distinguish eventual encounter from repeated experience.
**Marking points:** 1 mark: One day implies an eventual shared encounter; 1 mark: Many days introduces recurrence rather than a single final lesson.
**Evidence or rule:** FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46; vocabulary PDF 16 / printed 47.

## Question 8 First Flight short answers

**8(I)** [3 marks]
**Model answer:** The comparison emphasises his strength and sustained labour in the fields, while his ability to write enables the unusual appeal that follows. The narrator places physical work and literacy together. Lencho is not presented as only a body at work or only a writer of letters.
**Reasoning:** Treat ox as a metaphor, not an insult proving lack of intelligence.
**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
**Evidence or rule:** FIRST_FLIGHT/jeff101.pdf, PDF 5 / printed 5.

**8(II)** [3 marks]

**Model answer:** She links her own talking to her mother's and argues that inherited traits cannot easily be cured. Within a punishment essay, that claim gives her a witty reason why complete silence may be impossible. Its function is persuasive and comic, not a scientific demonstration about heredity.

**Reasoning:** Do not certify the character's argument as genetics.

**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.

**Evidence or rule:** FIRST_FLIGHT/jeff104.pdf, PDF 5–6 / printed 52–53.

**8(III)** [3 marks]

**Model answer:** The guesses range across plausible small animals and highly improbable creatures, while repeatedly missing the otter. Their variety makes the public's uncertainty increasingly conspicuous. Maxwell's amused account lets readers recognise the gap between confident naming attempts and the familiar animal he already knows.

**Reasoning:** Use examples accurately if supplied; no claim that every Londoner shares the guesses.

**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.

**Evidence or rule:** FIRST_FLIGHT/jeff106.pdf, PDF 9 / printed 88.

**8(IV)** [3 marks]

**Model answer:** The engine comparison gives Custard force and noisy momentum, while the robin comparison makes the attack seem direct and energetically natural. The shift also reduces the pirate's apparent power by making him resemble prey. Different images combine to animate the encounter rather than measure it realistically.

**Reasoning:** Do not claim the dragon literally becomes an engine or bird.

**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.

**Evidence or rule:** FIRST_FLIGHT/jeff107.pdf, PDF 15 / printed 108.

**8(V)** [3 marks]

**Model answer:** The children argue that a tiger does not brush and that hot tea would clean everything anyway. The playful reasoning recreates their impatience for bread and the informal logic of childhood. It gives the memory a comic voice rather than presenting a serious rule of hygiene.

**Reasoning:** This is the narrator's remembered joke, not health guidance.

**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 3 / printed 65.

## Question 9 Footprints Without Feet short answers

**9(I)** [3 marks]

**Model answer:** Catching butterflies one by one during a short collecting season limits the number he can obtain. Raising them from eggs through caterpillar and pupa to adult gives him many more butterflies to tag. The change adapts his method to the scale required for the migration study.

**Reasoning:** Do not invent a new breeding discovery or claim every tagged butterfly returns.

**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.

**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 46 / printed 34.

**9(II)** [3 marks]

**Model answer:** The note's dampness connects it with the stolen money that Hari returned after being caught in rain. Hari understands that Anil knows, although Anil does not accuse him aloud. The physical detail therefore carries an unspoken recognition alongside the spoken promise of wages and continued teaching.

**Reasoning:** This is Hari's narrated recognition; do not invent an interrogation.

**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.

**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 24 / printed 12.

**9(III)** [3 marks]

**Model answer:** The wraps expose the contrast between her ordinary circumstances and the elegant appearance she has enjoyed at the ball. Her haste to avoid being seen shows that admiration has not removed her anxiety about status. The end of the evening brings that concealed difference back into view.

**Reasoning:** Do not assert an unproved exact moment when the necklace falls.

**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.

**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 54 / printed 42.

## Question 10 First Flight long answers

**10(A)** [6 marks]

**Model answer:** Before speaking properly to Natalya, Lomov considers his age, bodily complaints and need for a settled way of life. He values her as an excellent housekeeper, educated and not bad-looking. These practical assessments make marriage sound like an arrangement for stability rather than an overwhelming romantic revelation. The later quarrels sharpen the mismatch between the orderly future he imagines and the disorder of the conversation. The play does not require us to deny every possible feeling between the characters, but it gives unusually prominent space to calculation and convenience. Lomov's private reasoning therefore helps establish the comic treatment of a proposal that repeatedly struggles to become a proposal at all.

**Reasoning:** Use his private speech and assessments, without inventing a formal dowry contract.

**Marking points:** 3 marks: Text-supported content; 2 marks: Organisation and expression; 1 mark: Accuracy.

**Evidence or rule:** FIRST_FLIGHT/jeff109.pdf, PDF 4–6 / printed 123–125.

**10(B)** [6 marks]

**Model answer:** The seagull's family calls, threatens and finally uses food to draw him beyond the ledge, but the actual movement into flight must be made by the bird. In Mijbil the Otter, Maxwell provides a new environment and opportunities, while the otter's movement towards him and self-directed play reveal responses that cannot simply be commanded. Both accounts therefore include an enabling environment without erasing the animal's own activity. Their situations are different: one centres on overcoming a fear of an existing capacity, while the other follows a relationship and habits becoming visible. Neither account can be reduced to a human or parent mechanically producing every action of a passive creature.

**Reasoning:** Compare distinct narratives without converting literary animals into a universal training method.

**Marking points:** 3 marks: Text-supported content; 2 marks: Organisation and expression; 1 mark: Accuracy.

**Evidence or rule:** FIRST_FLIGHT/jeff103.pdf PDF 2–5 / printed 33–36; jeff106.pdf PDF 4–5 / printed 83–84.

## Question 11 Footprints Without Feet long answers

**11(A)** [6 marks]

**Model answer:** Loisel gives up his gun savings for a dress and later takes on debt and extra labour with his wife after the necklace is lost. His assistance answers immediate social wishes and then the heavy cost of replacement. Anil offers Hari food, a place to stay and education despite irregular earnings, opening a different possible future. After the theft, his continued teaching preserves that opportunity without a public accusation. Both helpers commit resources or effort, but the consequences differ: one relationship becomes bound to repaying an assumed obligation, while the other leaves space for a changed direction. The comparison concerns forms and effects of help, not a simple ranking of personal goodness.

**Reasoning:** Use evidence from both stories; avoid inventing future reform or claiming Loisel alone does all the work.

**Marking points:** 3 marks: Text-supported content; 2 marks: Organisation and expression; 1 mark: Accuracy.

**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 21–24 / printed 9–12; PDF 53,55–57 / printed 41,43–45.

**11(B)** [6 marks]

**Model answer:** Think-Tank recognises his own supposedly magnificent head in the picture and immediately treats a nursery rhyme as a plan to capture him. His inflated self-importance makes the harmless image feel personally threatening, while the words about a fall become imagined evidence of an invasion. Instead of testing that reading, he orders escape and the evacuation of Mars. The contrast between his grand titles and frightened response makes the weakness visible on stage. His authority allows an unsupported personal interpretation to become a command affecting everyone else. The comedy therefore connects vanity with vulnerability: the leader who claims exceptional intelligence is unable to separate a familiar rhyme from a threat to himself.

**Reasoning:** Do not claim Earth actually planned an invasion or that the picture depicts him.

**Marking points:** 3 marks: Text-supported content; 2 marks: Organisation and expression; 1 mark: Accuracy.

**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 84 / printed 72.