Paper 06 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-PAPER06
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 06 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: (b) practise judgement through making and revising arrangements.

Reasoning: The argument values invention and negotiation while retaining care.

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

Evidence or rule: Original Paper 06 playground passage, paragraphs 1 and 5.

1(II) [1 mark]

Model answer: Other children may be repeatedly excluded.

Reasoning: The passage identifies unequal control and exclusion as risks, not unavoidable outcomes.

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

Evidence or rule: Original Paper 06 playground passage, paragraph 2.

1(III) [1 mark]

Model answer: temporary

Reasoning: It describes a chalk line that can disappear before another game.

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

Evidence or rule: Original Paper 06 playground passage, paragraph 3.

1(IV) [2 marks]

Model answer: An adult can ask players to explain how their rules work and who can participate, helping them notice an unfair arrangement. The players can then propose a revision themselves, retaining responsibility while the adult addresses exclusion rather than ignoring it.

Reasoning: Describe questioning, recognition and retained responsibility.

Marking points: 1 mark: Adult uses questions to expose unfairness; 1 mark: Children retain the task of proposing a better arrangement.

Evidence or rule: Original Paper 06 playground passage, paragraph 2.

1(V) [1 mark]

Model answer: (c) It can define one activity without permanently excluding later uses.

Reasoning: Its temporary boundary allows changing activities.

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

Evidence or rule: Original Paper 06 playground passage, paragraph 3.

1(VI) [1 mark]
Model answer: False
Reasoning: Surface safety and access remain adult responsibilities.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 playground passage, paragraph 4.

1(VII) [1 mark]
Model answer: (d) Checking whether the same people always control decisions.
Reasoning: Decision patterns bear on participation in rule-making.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 playground passage, paragraph 5.

1(VIII) [2 marks]
Model answer: Participation need not mean joining an energetic game. A quiet corner permits conversation or observation, recognising different preferences within a shared place. It allows a child to use the playground without being judged unsuccessful for choosing a less active role.
Reasoning: Avoid assuming every quiet child is excluded; distinguish preference from imposed exclusion.
Marking points: 1 mark: Participation includes quieter activities; 1 mark: Choice of those activities should not be judged as failure.
Evidence or rule: Original Paper 06 playground passage, paragraph 4.

Question 2 Case based reading

2(I) [1 mark]
Model answer: 250 litres
Reasoning: 1450 − 1200 = 250.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, table.

2(II) [1 mark]
Model answer: (b) Tuesday–Wednesday.
Reasoning: The four listed intervals record 250, 300, 120 and 160 litres; 300 is highest.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, table.

2(III) [1 mark]
Model answer: 1010 litres
Reasoning: 2210 − 1200 = 1010; do not add cumulative totals.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, table.

2(IV) [1 mark]
Model answer: (c) Saturday's reading means 2210 litres were used on Friday alone.
Reasoning: Saturday's number includes all earlier registration.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, paragraph 1 and table.

2(V) [2 marks]
Model answer: The log records total consumption without separating its causes. Although the repair may contribute to lower use, attendance also changed when a class was away. Those influences overlap, so the figures alone cannot isolate the repair's effect.
Reasoning: Acknowledge possible effect without assigning sole causality.
Marking points: 1 mark: Log does not separate uses/causes; 1 mark: Attendance changed as another plausible influence.
Evidence or rule: Original Paper 06 meter log, paragraph 2.

2(VI) [1 mark]
Model answer: Six readings
Reasoning: The starting boundary plus the five ending boundaries gives six.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, paragraph 1.

2(VII) [1 mark]
Model answer: The original meter note.
Reasoning: The passage requires checking the transcription against its immediate record.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, paragraph 3.

2(VIII) [1 mark]
Model answer: 60 litres
Reasoning: Wednesday–Thursday: 1930−1750=180; Thursday–Friday: 2050−1930=120; 180−120=60.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, table.

2(IX) [1 mark]
Model answer: (d) Attendance and cleaning work on the relevant days.
Reasoning: These activities could affect water use and are named in the follow-up.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 06 meter log, paragraph 3.

Question 3 Grammar

3(I) [1 mark]
Model answer: (a) has written
Reasoning: Present perfect simple counts completed products in the current period. The progressive would focus on process and would not itself assert that the three reports are finished.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: present perfect simple for completed products contrasted with progressive process.

3(II) [1 mark]
Model answer: is tasting
Reasoning: Taste describes an intentional action here, unlike its stative use in The soup tastes salty. The dynamic sense permits the progressive.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: progressive permitted by the dynamic sense of a normally stative verb.

3(III) [1 mark]
Model answer: (c) Both
Reasoning: Both takes plural agreement and includes the two; the context excludes neither.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: both for an entire pair.

3(IV) [1 mark]
Model answer: are → is
Reasoning: Together with does not add a coordinate subject; teacher remains the singular subject.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: together with as a parenthetical addition.

3(V) [1 mark]
Model answer: who was in charge.
Reasoning: Who is already the subject, so no subject–verb reordering is needed; is backshifts to was.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: subject wh-question in reported speech.

3(VI) [1 mark]
Model answer: (c) could
Reasoning: Could have asked expresses an available past option that was not taken in this context.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: could have for an unrealised past opportunity.

3(VII) [1 mark]

Model answer: is

Reasoning: The two roles refer explicitly to one person, so this coordinated description has singular reference. Two different people would require plural agreement.

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

Evidence or rule: Grammar rule: coordinated roles with a single explicitly identified referent.

3(VIII) [1 mark]

Model answer: you → me

Reasoning: The addressee in the original speech is the current reporter, so you becomes me; he refers to Sam.

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

Evidence or rule: Grammar rule: addressee pronoun relative to the reporter.

3(IX) [1 mark]

Model answer: (a) Most

Reasoning: Most expresses the stated majority. Some alone does not establish more than half, while none and all contradict the specified result.

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

Evidence or rule: Grammar rule: most of for a specified majority.

3(X) [1 mark]

Model answer: works → work

Reasoning: Who refers to plural pupils in the specified reading; has still agrees with one in the main clause.

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

Evidence or rule: Grammar rule: relative-clause agreement with an explicitly plural antecedent.

3(XI) [1 mark]

Model answer: had been locked

Reasoning: The locking was complete before a past arrival, and the gate receives the action.

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

Evidence or rule: Grammar rule: past perfect passive as a tense-and-voice combination.

3(XII) [1 mark]

Model answer: she was tired but she would finish.

Reasoning: Am becomes was and will becomes would; retain the contrast expressed by but.

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

Evidence or rule: Grammar rule: coordinated reported clauses with differing tense/modal changes.

Question 4 Formal letters

4(A) [5 marks]

Model answer: Grove School
Sundarpur
4 November 2026
The Principal
Grove School
Sundarpur
Subject: Proposal for supervised unstructured play
Sir/Madam,
I propose a weekly period in which students can invent or adapt playground activities under staff supervision. Making rules together could help them practise cooperation and consider classmates whose preferences differ from their own. The period should include an open area and a quiet option, rather than require everyone to join one competitive game. Supervising teachers could ask groups to explain their arrangements and intervene when exclusion or harm occurs. Surface checks, clear access and suitable equipment must remain adult responsibilities. A four-week trial with student feedback would allow us to review participation before continuing the programme. Kindly consider the proposal and advise us about a suitable time within the existing schedule.

Yours faithfully,
Sana

Reasoning: The proposal balances child-led activity with adult safety duties.

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

Evidence or rule: Original Paper 06 writing task; verified MS PDF 4–5.

4(B) [5 marks]

Model answer: 14 Market Lane
Sundarpur
4 November 2026
The Officer in Charge
Local Water Office
Sundarpur
Subject: Request to review meter reading on account ML 14
Sir/Madam,
I request a review of the unusually high consumption shown on the latest bill for account ML 14. The figure differs substantially from the pattern in our earlier bills, and I would like to understand whether the recorded readings are correct. Please provide the dates and opening and closing readings used in the calculation. I can make the meter available for an inspection at an agreed time and supply copies of previous bills. I am not assuming that the meter or billing process is faulty; I am seeking a check before drawing a conclusion. Kindly explain the official review procedure and any information required from us, including how payment should be handled while the query is considered.

Yours faithfully,
Iqra

Reasoning: Fictional administrative enquiry; no invented legal entitlement or accusation.

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

Evidence or rule: Original Paper 06 writing task; verified MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: Demand exceeds capacity in drama and music, but clay has unused places. Drama receives forty-five requests for thirty places, leaving fifteen unmet; music has thirty-five requests for twenty places, also leaving fifteen unmet. Clay offers twenty-five places for twenty requests, leaving five spare. However, those five places cannot automatically satisfy students who requested another activity, and transferring teaching capacity would require appropriate staff and resources. The figures identify a planning mismatch rather than prove that one workshop should close. Organisers should ask whether students would accept alternatives and whether additional sessions are feasible. They also need to know if requests represent different students or include multiple choices before estimating the number left without any place.

Reasoning: Check shortfalls 15/15, spare 5; no unproved unique-student total.

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

Evidence or rule: Original Paper 06 workshop table.

5(B) [5 marks]

Model answer: Print-only reaches ninety households compared with seventy for digital-only, while remaining within the sixteen-hundred-rupee budget. It therefore offers wider stated direct reach, though it costs eight hundred rupees more. Buying both formats would cost two thousand, exceeding the budget, and their reach cannot simply be added because some households may belong to both groups. The figures do not identify which households each format misses or whether alternative access could be arranged. Before deciding, the school should investigate those gaps and ask about acceptable formats. A lower cost per reached household may be informative, but it should not replace the aim of including families who are currently outside the communication route.

Reasoning: Bothcost 2000>1600; reach overlap unknown; no assume 160 distinctfamilies.

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

Evidence or rule: Original Paper 06 newsletter cues.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: Sixty paise.
Reasoning: This is the explicitly stated total, not the one-way fare.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 7 / printed 100.

6(A)(II) [1 mark]
Model answer: (b) a deliberate choice between competing pleasures.
Reasoning: She forgoes an affordable pleasure to preserve another goal.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 7 / printed 100.

6(A)(III) [1 mark]
Model answer: thriftily
Reasoning: It describes the manner of saving.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 7 / printed 100.

6(A)(IV) [2 marks]
Model answer: The fair gives her an immediate pleasure she can afford, so refusing it demonstrates a real competing choice. The narrator turns saving from a general habit into an act of determination directed towards a journey she values more.
Reasoning: Link affordable temptation, refusal and deferred goal.
Marking points: 1 mark: Ride is an affordable immediate temptation; 1 mark: Refusal demonstrates commitment to the later journey.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 7 / printed 100.

6(B)(I) [1 mark]
Model answer: Writing his name.
Reasoning: Distinguish the skill already taught from later promised sentences and arithmetic.
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 21 / printed 9.

6(B)(II) [1 mark]
Model answer: (c) a means of expanding what he can achieve.
Reasoning: He imagines wider possibilities through education.
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 21 / printed 9.

6(B)(III) [2 marks]
Model answer: Instead of ending the relationship after Hari's poor cooking, Anil offers to teach him the missing skill. He also opens a path into literacy and arithmetic, making present inadequacy a reason for instruction rather than permanent dismissal.
Reasoning: Focus on the learning opportunity after failure, not a guarantee of instant reform.
Marking points: 1 mark: Offers cooking instruction after failure; 1 mark: Extends opportunity to literacy/arithmetic rather than permanent rejection.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 21 / printed 9.

6(B)(IV) [1 mark]
Model answer: He is grateful.
Reasoning: The sentence states this feeling directly.
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 21 / printed 9.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: The harbour.
Reasoning: The lines locate both the gaze and the ball's disappearance.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(II) [1 mark]
Model answer: (d) rigid / trembling
Reasoning: The body is fixed yet shaking.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(III) [1 mark]
Model answer: fixes
Reasoning: The verb makes grief an active immobilising force.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(IV) [2 marks]
Model answer: The phrase brings the boy's remembered life into the direction of his gaze. He appears to confront more than a ball's location: his attention gathers personal time and experience around the lost object, deepening the emotional scale of the scene.
Reasoning: Explain the temporal enlargement without literal memories being stored in water.
Marking points: 1 mark: Phrase evokes remembered young life; 1 mark: Object loss acquires wider personal and emotional scale.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(B)(I) [1 mark]
Model answer: no
Reasoning: It introduces the missing bird, insect and sun-related possibilities.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

7(B)(II) [1 mark]
Model answer: (b) a bodily action associated with a living being.
Reasoning: Personification makes the absence of shade imaginatively concrete.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

7(B)(III) [1 mark]
Model answer: A bird or an insect.
Reasoning: Either explicitly named creature earns the mark.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

7(B)(IV) [2 marks]
Model answer: The lines show that missing trees also remove perches, hiding places and shade. Emptiness is therefore not merely a count of trunks; it affects the relationships that make a forest habitable and give its space varied forms of life.
Reasoning: Identify multiple ecological functions as presented by the imagery, without adding scientific claims.
Marking points: 1 mark: Perches/hiding/shade are absent; 1 mark: Forest emptiness concerns interdependent uses rather than trunks alone.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: The women carry bamboo baskets and pluck newly sprouted leaves among the rows of bushes. Their presence reveals work within the attractive landscape. The view is not simply wild greenery: cultivation and human labour produce the ordered plantation that Rajvir sees on the estate.
Reasoning: Use the visible work and ordered planting, not invented employment conditions.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 11 / printed 73.

8(II) [3 marks]
Model answer: Anne calls diary writing a strange experience and doubts that others will be interested in a young girl's thoughts. Yet she wants to write and relieve her feelings. The contrast establishes an uncertain imagined audience beside a strong personal reason to begin the record.
Reasoning: Distinguish her contemporary doubt from later knowledge of the diary's fame.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 3 / printed 50.

8(III) [3 marks]

Model answer: Bread is connected with gifts, feasts and family occasions, so the baker's work reaches beyond ordinary hunger. The narrator's examples make his presence part of the community's rituals and celebrations. The trade appears socially embedded rather than merely a convenient way to buy a daily product.

Reasoning: Keep ritual functions distinct from claims about a complete religious history.

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

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

8(IV) [3 marks]

Model answer: The sights of sickness, age, death and an ascetic expose conditions hidden by his sheltered life. They disturb the assumptions of comfort and lead him towards enquiry into suffering. His departure therefore follows a confrontation with experiences that privilege had previously kept outside his ordinary awareness.

Reasoning: Use the introductory life account without inventing dates or dialogue.

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

Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 2 / printed 112.

8(V) [3 marks]

Model answer: The tiger ignores the visitors while moving within his restricted enclosure. This refusal denies them the responsive performance they might expect from an exhibit. The poem gives attention to the animal's own movement and anger, making the human spectators peripheral to his confined experience.

Reasoning: Accept a supported reading; do not diagnose an actual animal's mind beyond the poem.

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

Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: Ebright spends time on debating and Model United Nations as well as butterfly research, and his teacher values the extra effort he gives them. These activities show intellectual energy extending across different settings. Scientific seriousness is presented alongside communication, argument and other interests, not as their necessary exclusion.

Reasoning: Use named interests and teacher comment; avoid claiming debate directly caused a discovery.

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 49 / printed 37.

9(II) [3 marks]

Model answer: Mathilde once imagines elegance and admiration as the life she deserves, but years of demanding household labour make her look older and rougher. The contrast exposes the distance between an identity built on appearances and the physical cost of sustaining the decision made after the ball.

Reasoning: The change follows hardship; do not equate poverty with moral inferiority.

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 56–57 / printed 44–45.

9(III) [3 marks]

Model answer: Noodle reminds him about the vitamins, but Think-Tank interrupts and presents the suggestion as his own brilliant thought. The scene reveals a leader who appropriates useful advice while preserving an image of superior intelligence. The mistake is sustained by vanity and hierarchy as well as unfamiliar writing.

Reasoning: Use interruption and appropriation, not the later Humpty Dumpty fear.

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 82 / printed 70.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: Lomov arrives with a serious intention, but conversation repeatedly turns into contests over ownership and status. The argument about the meadows interrupts the proposal, and the later dispute over the dogs renews conflict even after Natalya knows why he came. The characters can recognise the practical value of a marriage while still being unable to control the competitive habits of their speech. This repetition makes the comedy structural: the obstacle is not merely one misunderstanding that information can remove. Pride keeps generating another occasion to quarrel. The ending's rapid movement towards marriage therefore does not establish lasting harmony; the continuing dog dispute suggests that the same habits will accompany the new arrangement.

Reasoning: Trace both disputes and the continuing argument; do not invent married-life events.

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

Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 7–15 / printed 126–134.

10(B) [6 marks]

Model answer: Mandela describes the person who removes another's freedom as a prisoner of hatred, prejudice and narrow-mindedness. Political power therefore does not guarantee the inner freedom or humanity of the person exercising it. At the same time, the oppressed are denied the conditions in which they can live freely. The two positions are not made ethically identical: the oppressor still inflicts the injury. Rather, the argument shows why liberation must overcome a dehumanising relationship instead of merely celebrating control over others. A free society requires dignity without the continued imprisonment of hatred. His account thus challenges the assumption that possessing authority automatically makes its holder free in the fullest sense.

Reasoning: Distinguish the two positions and their unequal responsibility while explaining the shared loss of humanity.

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

Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 8 / printed 23.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Mrs Hall initially accepts the stranger's unusual appearance and wish for privacy partly because winter business is welcome and he pays in advance. His money supplies a reason to accommodate conduct that might otherwise invite questions. Later, shortages, the reported burglary and the strange events around his room unsettle that practical arrangement. Attempts to ask him for explanations meet anger rather than reassurance. The narrative shows hospitality moving towards suspicion as behaviour becomes harder to reconcile with an ordinary paying guest. Her earlier willingness should not be treated as proof that she knowingly assists a criminal; it reflects limited information and commercial interest before the increasingly disturbing events demand a different response.

Reasoning: Distinguish initial inference from later suspicion; no unsupported claim of complicity.

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 40–43 / printed 28–31.

11(B) [6 marks]

Model answer: Anil does not offer Hari a stable salaried position. His writing brings money irregularly, and his habits include spending freely when he receives it. This uncertain economy makes food, accommodation and teaching important parts of what the relationship offers. Hari's small gains while buying supplies also show that financial boundaries remain imperfect rather than instantly honest. When a larger sum appears, the opportunity for theft changes, but so does the possible loss of a relationship that may lead to education. The money therefore matters as more than a simple reward for crime. It reveals an unstable material setting in which trust, opportunism and a hoped-for future coexist before Hari makes his decision.

Reasoning: Describe irregular earnings without diagnosing poverty or excusing theft; accept text-supported alternatives.

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 21–23 / printed 9–11.