Paper 20 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-PAPER20
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 20 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) Asking for help can involve active attention rather than surrender.

Reasoning: A request can identify a problem and support another attempt.

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

Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 1.

1(II) [1 mark]

Model answer: Where the attempt stopped, what was tried or what remains unclear.

Reasoning: Any one stated detail suffices.

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

Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 1.

1(III) [1 mark]

Model answer: inconsistency

Reasoning: A confident explanation may still contain one.

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

Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 4.

1(IV) [2 marks]

Model answer: A beginner may know that a paragraph is confusing without yet identifying the troublesome pronoun or connection. Helping locate that point gives the learner a manageable question and the helper a starting place, making later explanation more focused.

Reasoning: Precision may be an outcome of assistance, not an entry condition.

Marking points: 1 mark: Beginner may lack precise diagnosis; 1 mark: Locating it supplies manageable question and starting point.

Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 2.

1(V) [1 mark]

Model answer: (a) Purpose, urgency and the learner's situation may differ.

Reasoning: The response should be fitted to the situation.

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

Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 3.

1(VI) [1 mark]
Model answer: False
Reasoning: The writer explicitly allows respectful questioning of inconsistencies.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 4.

1(VII) [1 mark]
Model answer: (d) Trying the next step and explaining it independently.
Reasoning: Application or re-expression can expose remaining confusion.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 4.

1(VIII) [2 marks]
Model answer: Independence becomes the ability to judge a task, act and seek suitable support when needed. It does not require pretending to know everything. Recognising limits and using help thoughtfully can increase the learner's capacity to make another attempt.
Reasoning: A capacity for responsible action rather than solitary performance.
Marking points: 1 mark: Judgement/action/appropriate help; 1 mark: Acknowledged limits support further autonomous attempts.
Evidence or rule: Original Paper 20 active-help-seeking passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]
Model answer: ₹1000
Reasoning: 300+200+150+100+250=1000.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(II) [1 mark]
Model answer: (b) ₹400
Reasoning: 150+250=400.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(III) [1 mark]
Model answer: ₹400
Reasoning: A 300+D 100=400.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(IV) [1 mark]
Model answer: (d) B
Reasoning: B is marked sports only.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(V) [2 marks]
Model answer: Two hundred rupees are restricted to sports, while only four hundred are unrestricted. Books can use their own four hundred plus that flexible four hundred, so the maximum is eight hundred unless the sports donor first agrees to a change.
Reasoning: Apply the fictional rule without inventing real law.
Marking points: 1 mark:₹200 sports restriction; 1 mark: Books maximum ₹800 without prior consent to change.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(VI) [1 mark]
Model answer: ₹800
Reasoning: 400 books-only+400 unrestricted=800.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(VII) [1 mark]
Model answer: Yes. Use ₹400 book-only+₹400 unrestricted for books and ₹200 sports-only for sports.
Reasoning: The flexible fund is assigned once, not reused.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(VIII) [1 mark]
Model answer: No; they describe funding possibilities, not educational quality.
Reasoning: The case explicitly limits that inference.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

2(IX) [1 mark]
Model answer: (a) ₹200
Reasoning: Books need 100 flexible and sports 100 flexible;400−200=200.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 20 fictional restricted-fund rules and table.

Question 3 Grammar

3(I) [1 mark]
Model answer: (c) you have finished the work
Reasoning: Present perfect can mark completion in a future-time subordinate clause.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: present perfect future time clause completion.

3(II) [1 mark]
Model answer: No; the later clause shows that the hoped-for meeting did not occur.
Reasoning: Had hoped places the expectation earlier, and but introduces the disappointing outcome.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: past perfect hope contrasted with later outcome.

3(III) [1 mark]
Model answer: (b) two dozen copies
Reasoning: Dozen remains uninflected after an exact numeral before a plural noun.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: numeral dozen plural noun construction.

3(IV) [1 mark]
Model answer: has
Reasoning: Repeated each distributes the reference individually despite the coordinating and.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: each before both coordinated singular nouns.

3(V) [1 mark]
Model answer: to keep that copy.
Reasoning: Allowed + object + to-infinitive reports permission. This becomes that in the supplied later-report convention.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: permission reported through allowed object infinitive.

3(VI) [1 mark]
Model answer: (a) a wish.
Reasoning: Initial may can introduce a wish rather than grant permission.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: optative may expressing wish.

3(VII) [1 mark]

Model answer: The first makes a general statement about books; the second identifies a particular set.

Reasoning: Generic plural reference can use zero article; the definite phrase restricts reference to an identifiable set.

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

Evidence or rule: Grammar rule: zero article generic plural versus definite identified set.

3(VIII) [1 mark]

Model answer: is about to

Reasoning: Be about to indicates an immediate prospective event; is agrees with curtain.

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

Evidence or rule: Grammar rule: be about to immediate future.

3(IX) [1 mark]

Model answer: (d) a surprisingly small possible amount.

Reasoning: The phrase emphasises smallness; may does not guarantee an exact time.

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

Evidence or rule: Grammar rule: as little as scalar small quantity.

3(X) [1 mark]

Model answer: him

Reasoning: The listener in the original is Ravi; an outside reporter refers to him, while Ravi himself uses me.

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

Evidence or rule: Grammar rule: reported object pronoun depends on reporter identity.

3(XI) [1 mark]

Model answer: Inability to stop or avoid laughing.

Reasoning: Cannot help + -ing is an idiom about an involuntary response, not a refusal to assist.

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

Evidence or rule: Grammar rule: cannot help gerund idiom.

3(XII) [1 mark]
Model answer: she would visit tomorrow.
Reasoning: Will becomes would; tomorrow need not become the next day when the reporting time reference is unchanged.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: temporal deixis retained with unchanged reporting day.

Question 4 Formal letters

4(A) [5 marks]
Model answer: Activity Committee
Sunrise School
Amaltas Nagar
4 November 2026
Ms Neha Rao
Amaltas Nagar
Subject: Request before changing a contribution's purpose
Sir/Madam,
Thank you for your contribution towards books for our activity programme. We are considering whether a small part might instead support reusable display materials, but we recognise that your stated purpose was books only. Please let us know whether you would agree to this change before we make any commitment. We can send an itemised proposal for your consideration and keep a clear record of your decision. If you prefer the original purpose, we will honour it and meet other needs through a different arrangement. This request does not assume permission or report spending already made. Kindly send your response through our teacher coordinator so that the committee can plan accurately.

Yours faithfully,
Aditi
Reasoning: A fictional request seeks consent rather than claiming authority to redirect funds.
Marking points: 1 mark: Format; 2 marks: Relevant content; 1 mark: Organisation; 1 mark: Accuracy.
Evidence or rule: Original Paper 20 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Class 10
Sunrise School
Amaltas Nagar
4 November 2026
The Exhibition Coordinator
Sunrise School
Amaltas Nagar
Subject: Withdrawal from the reception duty
Sir/Madam,
I regret that I must withdraw from the reception duty I accepted for the exhibition because it now clashes with a compulsory school activity on my timetable. I am informing you as soon as I have confirmed the clash so that a revised arrangement can be made before the event. I have prepared the visitor list and introduction notes and can hand them over at a time you choose. I will not appoint another pupil without your approval, but I am willing to explain the work to whoever you nominate. Please confirm receipt of this notice and let me know where to leave the records. I apologise for the inconvenience caused by the change.

Yours faithfully,
Sana

Reasoning: Prompt notice and handover do not invent authority to appoint another volunteer.

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

Evidence or rule: Original Paper 20 writing task; official MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: B is the strongest starting response for the stated session because it combines an explanation with a manageable action for the beginner to attempt. A gives a complete product, which may be useful for checking later but can leave the route to it unexplained. C points towards relevant material, yet locating and interpreting it may itself be the beginner's difficulty. B still requires attention to the learner's response; one explained step does not guarantee understanding. The helper should ask for the next step to be tried and discussed. This recommendation follows the available practice time and learning aim, rather than treating a full answer or a reference as useless in every situation.

Reasoning: Analyse support relative to this beginner and purpose.

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

Evidence or rule: Original Paper 20 peer-help response table.

5(B) [5 marks]

Model answer: A names two objects before using it, so a reader may be uncertain whether the card or folder should be given to Mira. B repeats folder and makes that action explicit, reducing the risk of different interpretations. However, greater clarity does not by itself prove that B preserves the original writer's intention. If the card was meant to be handed over, B would clearly give the wrong instruction. The editor should therefore confirm the intended object and then name it directly. The comparison distinguishes removing ambiguity from guessing a meaning: a successful revision must make the correct action clear rather than merely replace an uncertain pronoun with any convenient noun.

Reasoning: Do not invent a unique intention for ambiguous A.

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

Evidence or rule: Original Paper 20 pronoun-reference instructions.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]

Model answer: (a) The suitcase's slope.

Reasoning: The high-end placement lets the ball run down the sloping lid described in context.

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

Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 8 / printed 87.

6(A)(II) [1 mark]
Model answer: ambush
Reasoning: The following hiding and springing actions enact it.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 8 / printed 87.

6(A)(III) [1 mark]
Model answer: It is repeated; Mij returns the ball to start another round.
Reasoning: The ending re-establishes the high-end starting position.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 8 / printed 87.

6(A)(IV) [2 marks]
Model answer: Ambush, hiding and taking by surprise make the rolling ball resemble quarry within Mij's invented chase. The lively verbs give a repeated game the drama of pursuit, inviting amused attention to his energy without turning the toy into actual prey.
Reasoning: Analyse the narrated game; no claim that all otters use suitcases.
Marking points: 1 mark: Hunting verbs applied to ball game; 1 mark: Miniature pursuit adds lively comic drama without literal prey.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 8 / printed 87.

6(B)(I) [1 mark]
Model answer: Red
Reasoning: The description explicitly supplies the colour.
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 70 / printed 58.

6(B)(II) [1 mark]
Model answer: (c) the felt likeness of Bholi's experience.
Reasoning: The opening anchors the image in how she feels.
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 70 / printed 58.

6(B)(III) [2 marks]
Model answer: The imagined ringing and blossoms give Bholi's hope an audible and visible form. The familiar surroundings seem transformed by her feeling, so the reader experiences emotional renewal vividly without needing to believe that the environment literally changed then.
Reasoning: Retain as if; do not claim a supernatural event.
Marking points: 1 mark: Sound/colour give hope sensory form; 1 mark: Subjective transformation distinguished from literal environmental event.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 70 / printed 58.

6(B)(IV) [1 mark]
Model answer: New hope
Reasoning: The final sentence identifies the emotional renewal.
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 70 / printed 58.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: Could
Reasoning: Could is the modal auxiliary immediately before love. The question identifies the grammatical form, without certifying the reported religious claim.
Marking points: 1 mark: Correct modal auxiliary, could.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(A)(II) [1 mark]
Model answer: (b) No, it reports that such a text was claimed.
Reasoning: A claim to textual proof is reported without an identifiable quotation.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(A)(III) [1 mark]
Model answer: for yourself alone
Reasoning: The contrast is with yellow hair.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(A)(IV) [2 marks]
Model answer: The repeated closing line returns the discussion to the visible feature named at the beginning. Its recurrence gives the conversation a circular shape, even after the woman's proposed dye and the reported religious claim have introduced different responses.
Reasoning: Compare the first and last stanza endings in the complete prescribed poem. The repetition creates structural continuity, not independent proof of the reported belief.
Marking points: 1 mark: Recognises return to the opening phrase; 1 mark: Explains circular structural continuity despite intervening replies.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(B)(I) [1 mark]
Model answer: crow/snow or me/tree
Reasoning: Either pair identifies the alternating end sound.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

7(B)(II) [1 mark]
Model answer: (c) before the change of mood being recalled.
Reasoning: The past-perfect form presents earlier regret within the recollection.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

7(B)(III) [1 mark]
Model answer: The speaker's emotional experience.
Reasoning: Change of mood establishes the contextual sense.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

7(B)(IV) [2 marks]
Model answer: The poem records the bird's movement and the change the speaker experiences afterwards. It gives no statement about the crow understanding that mood or planning to improve it, so a beneficial consequence should not be turned into a kindly purpose.
Reasoning: Do not invent an animal intention absent from the wording.
Marking points: 1 mark: Movement and effect narrated; 1 mark: No evidence of crow's planned emotional purpose.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: The description makes the animals seem playful participants in the lively river scene, enjoying splashes and ripples rather than merely occupying a species list. It animates the travel account through attributed motives. Readers can discuss that narrative effect without treating the passage as an independently demonstrated study of animal intention.
Reasoning: Attribute the playful explanation to the chapter.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 7 / printed 69.

8(II) [3 marks]

Model answer: The two ends of the century frame a reversal from an oppressive racial order to the inauguration of a non-racial democratic government. This broad contrast gives the ceremony historical weight beyond a single day, while the narrative still acknowledges the struggle and sacrifices separating those two political moments.

Reasoning: Use the text's twentieth-century frame, not a claim about present politics.

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

Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 5 / printed 20.

8(III) [3 marks]

Model answer: The phrase links remembered customs with recognisable traces that the narrator says continue, such as comparisons involving a baker's dress or appearance. It prevents childhood from becoming a wholly sealed past, without requiring the reader to assume that every practice has remained unchanged in every household.

Reasoning: This is the narrator's present within the text, not an independent 2026 field survey.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 2–3 / printed 64–65.

8(IV) [3 marks]

Model answer: Carrot uses a familiar concrete object as a vivid colour term beside brown and black. The everyday choice helps make the reply practical and conversational rather than abstract. It supports her proposed ability to alter appearance without itself proving that changing colour would secure love for her inner self.

Reasoning: No claim that hair dye guarantees the hoped-for result.

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

Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

8(V) [3 marks]

Model answer: The fog's cat-like presence extends over a harbour and city, bringing weather into a built human environment rather than an untouched rural landscape. The quiet visitor seems to look across those spaces before moving on. Nature and urban place share the scene without a narrated battle between them.

Reasoning: Do not invent named people or a particular actual harbour.

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

Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 14 / printed 93.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: The apprentice who cautiously offers suggestions is later described as the wise and wonderful replacement for Think-Tank. The changed titles allow intelligence previously expressed from a subordinate position to become openly recognised. The text reports a replacement; it does not explain an election or another precise political selection process.

Reasoning: No invented electoral system or date of accession.

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 80–82,85 / printed 68–70,73.

9(II) [3 marks]

Model answer: Loisel delights in the ordinary potpie, while Mathilde imagines elegant dinners and shining silver instead. The same meal therefore produces contentment in one response and dissatisfied comparison in the other. Their differing attention establishes a domestic contrast before the invitation intensifies the question of acceptable appearance.

Reasoning: Use the narrated responses without declaring either character wholly simple or wholly bad.

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 51 / chapter opening.

9(III) [3 marks]

Model answer: His desire for fine books helped motivate the thefts intended to support his private collecting. After the robbery leads to imprisonment, books remain part of his daily role but within a setting he wanted to avoid. The continuity of interest now accompanies confinement rather than the comfortable independence he planned.

Reasoning: No claim that the library post proves moral reform.

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 32,36 / chapter opening and printed 24.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: The seagull's episode passes through hunger, terror and bodily discovery, giving an ordinary species ability the urgency of a first personal crisis. Sensations of wind and movement help the reader experience the change from falling to soaring. Mij's game is narrated through brisk playful actions, with the rolling ball treated like quarry he can ambush. The miniature pursuit invites amusement at his ingenuity and energy. Both accounts make animal activity vivid through detailed verbs, but they do not use one emotional register. One stretches a frightening transition towards release; the other enlarges a repeated amusement into lively mock drama. Their tones guide different forms of reader involvement.

Reasoning: Compare tone and narrative language; not an unsupported equivalence of human and animal psychology.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 3–5 / printed 34–36; jeff106.pdf, PDF 8 / printed 87.

10(B) [6 marks]

Model answer: Kisa Gotami watches city lights appear and go out, and connects that visible pattern with lives that arise and end. The image helps her place a private bereavement within mortality shared beyond one household. Mandela describes goodness as a flame that may be hidden but not extinguished, drawing hope from brief signs of humanity under oppression. The same broad field of light therefore supports different arguments. One image emphasises endings and a common mortal condition; the other asserts an enduring possibility beneath cruelty. Reading them together requires attention to their contexts rather than treating every extinguished or surviving light as one universal symbol with a fixed message.

Reasoning: The flame is Mandela's conviction; the comparison does not certify a universal psychological law.

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

Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 2 / printed 112; jeff102.pdf, PDF 6 / printed 21.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Bholi needs a patient voice that recognises her effort after neglect and humiliation. The teacher's reassurance helps her risk speaking and imagine further learning. Tricki, surrounded by anxious indulgence at home, instead benefits within the narrative from a simpler controlled routine and active companionship. Appropriate help therefore does not mean mechanically increasing either attention or possessions in every case. The comparison concerns the fit between a response and a need, while preserving the very different human and animal situations. Kindness in Bholi's classroom creates room for confidence; care at the surgery removes patterns that have contributed to the dog's condition. Neither account supplies one universal procedure for all learners or patients.

Reasoning: Literary comparison only; do not prescribe real treatment or equate the worth of a pupil and pet.

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 69–70 / printed 57–58; PDF 15–18 / printed 3–6.

11(B) [6 marks]

Model answer: Max initially occupies the room with a pistol, controlling the people already inside. The knock at the door creates a possible force outside that control, and Ausable's invented police account makes the ordinary entrance seem dangerous to Max. The window then appears to offer an alternative route because of the earlier balcony story. Max keeps his gun aimed while moving through it, but physical control cannot protect him from a false understanding of the space beyond. Finally the door admits Henry with drinks, exposing the gap between actual arrival and imagined threat. The two openings organise changes in belief and action, making the room's simple geography carry the reversal.

Reasoning: The window exists; the balcony and police are inventions. Do not add an actual police arrival.

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 27–29 / printed 15–17.