Paper 08 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-PAPER08
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 08 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) It can replace observation of this chair with an expected mental picture.

Reasoning: Recognition may conceal the particular features of the present object.

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

Evidence or rule: Original Paper 08 sketching passage, paragraph 1.

1(II) [1 mark]

Model answer: The seat's width and the gap beneath it, or where one edge meets another.

Reasoning: Either explicitly offered relationship is sufficient.

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

Evidence or rule: Original Paper 08 sketching passage, paragraph 2.

1(III) [1 mark]

Model answer: exploratory

Reasoning: It qualifies a light line used during comparison.

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

Evidence or rule: Original Paper 08 sketching passage, paragraph 4.

1(IV) [2 marks]

Model answer: The background between the legs forms a bounded shape whose angles can be compared. Looking at that shape offers indirect evidence about the legs' positions, so attention to surrounding space helps the sketcher understand the object rather than abandon it.

Reasoning: Connect bounded negative space with the relation between visible parts.

Marking points: 1 mark: Gap is a bounded shape; 1 mark: Its angles/relations reveal the object's structure.

Evidence or rule: Original Paper 08 sketching passage, paragraph 3.

1(V) [1 mark]

Model answer: (a) It removes evidence of attempts that could inform comparison.

Reasoning: Earlier marks can show positions tried and reconsidered.

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

Evidence or rule: Original Paper 08 sketching passage, paragraph 4.

1(VI) [1 mark]

Model answer: False

Reasoning: It explicitly distinguishes exploration from a universal rule for finished work.

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

Evidence or rule: Original Paper 08 sketching passage, paragraph 4.

1(VII) [1 mark]

Model answer: (c) Ask the pupil to compare a particular edge with the object.

Reasoning: Directed comparison develops a transferable way of looking.

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

Evidence or rule: Original Paper 08 sketching passage, paragraph 5.

1(VIII) [2 marks]

Model answer: A copied demonstration can show how one result was made, but the next subject may have different proportions and relationships. Knowing what to inspect gives the learner a method for making decisions when the demonstration no longer supplies the answer.

Reasoning: Contrast a particular product with a transferable observation method.

Marking points: 1 mark: Demonstration is tied to a particular result; 1 mark: Comparison method supports decisions on unfamiliar subjects.

Evidence or rule: Original Paper 08 sketching passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]

Model answer: 8 minutes

Reasoning: 08:38 − 08:30 = 8 minutes.

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

Evidence or rule: Original Paper 08 bus record, table.

2(II) [1 mark]
Model answer: (b) B
Reasoning: B arrives one minute before its scheduled 08:10.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 08 bus record, table.

2(III) [1 mark]
Model answer: C
Reasoning: Both times for C are 08:20.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 08 bus record, table.

2(IV) [1 mark]
Model answer: (d) Within tolerance because its delay is four minutes.
Reasoning: Four minutes late is within the permitted five-minute maximum.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 08 bus record, paragraph 1 and table.

2(V) [2 marks]
Model answer: The buses carry different numbers of passengers, and those counts were not recorded. Treating each bus as one equal share does not weight the pupils it carries, so a bus-based percentage cannot establish the corresponding proportion of pupils.
Reasoning: Explain the missing weights and different units.
Marking points: 1 mark: Passenger numbers differ and are missing; 1 mark: Equal bus weighting cannot establish the pupil proportion.
Evidence or rule: Original Paper 08 bus record, paragraph 2.

2(VI) [1 mark]
Model answer: 80%
Reasoning: A,B,C and E qualify:4÷5×100=80%. D is eight minutes late.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 08 bus record, table and reporting rule.

2(VII) [1 mark]
Model answer: Yes
Reasoning: The early boundary is included.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 08 bus record, paragraph 1.

2(VIII) [1 mark]
Model answer: So a later reviewer can apply a different clearly stated tolerance without reconstructing the original measurements.
Reasoning: Categories alone would conceal the size of each deviation.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 08 bus record, paragraph 3.

2(IX) [1 mark]
Model answer: (c) The buses met this tolerance on every morning of the month.
Reasoning: A single morning cannot establish a monthly universal claim.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 08 bus record, paragraph 3.

Question 3 Grammar

3(I) [1 mark]
Model answer: (b) are visiting
Reasoning: Present progressive can express an arranged future visit; the booking provides the context.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: present continuous for an arranged future event.

3(II) [1 mark]
Model answer: laid
Reasoning: Transitive lay has past laid; lay as the past of lie means reclined and does not fit the object maps.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: distinct past forms of lay and lie.

3(III) [1 mark]

Model answer: (b) such

Reasoning: Such can precede a plus adjective and singular count noun. The other options cannot form the supplied construction.

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

Evidence or rule: Grammar rule: such a with adjective and singular count noun.

3(IV) [1 mark]

Model answer: who is → who am

Reasoning: In formal agreement, who takes the person and number of its antecedent I, so the relative clause uses am. The main clause It is remains unchanged.

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

Evidence or rule: Grammar rule: first-person antecedent controls formal relative-clause agreement.

3(V) [1 mark]

Model answer: to let the guide finish.

Reasoning: Use to let followed by object and base finish. Accept to let him/her finish if the pronoun is consistently established; no unsupported gender is required.

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

Evidence or rule: Grammar rule: reported request with let plus object plus bare infinitive.

3(VI) [1 mark]

Model answer: (c) Shall

Reasoning: Shall I conventionally offers to perform an action. Should I asks for advice; must I asks necessity; would I needs a different hypothetical context.

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

Evidence or rule: Grammar rule: shall I for an offer.

3(VII) [1 mark]

Model answer: takes

Reasoning: The subject is the singular infinitival clause To compare the two entries carefully. The plural object entries inside it does not control the main verb.

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

Evidence or rule: Grammar rule: infinitival clause as a singular subject.

3(VIII) [1 mark]

Model answer: that → if or whether

Reasoning: Reported yes/no questions require if/whether, not the statement linker that.

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

Evidence or rule: Grammar rule: question linker rather than statement linker.

3(IX) [1 mark]

Model answer: (a) other

Reasoning: The other identifies the remaining single member of this stated set. Another cannot follow the supplied the; every and several do not fit this noun phrase.

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

Evidence or rule: Grammar rule: the other for the definite remaining member.

3(X) [1 mark]

Model answer: were → was

Reasoning: The singular head pair determines agreement; spectacles is inside the of-phrase.

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

Evidence or rule: Grammar rule: singular pair of a plural-only object.

3(XI) [1 mark]

Model answer: has seen

Reasoning: Neither already makes the subject negative. Use singular has with the past participle seen; adding not would create unwanted redundant negation.

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

Evidence or rule: Grammar rule: negative polarity and neither.

3(XII) [1 mark]

Model answer: to bring the key.

Reasoning: The negative instruction not to forget asks the listener to remember the action. Reminded me to bring preserves that meaning. Accept not to forget to bring the key as an accurate equivalent.

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

Evidence or rule: Grammar rule: reporting a reminder expressed through negative forget.

Question 4 Formal letters

4(A) [5 marks]

Model answer: 11 Cedar Lane
Devpur
4 November 2026
The Editor
The Local Voice
Devpur
Subject: Request for considerate public announcements
Sir/Madam,
Please highlight the difficulty caused by repeated unannounced loudspeaker advertisements near our residential study spaces. Students and other residents cannot plan a quiet period when messages recur unpredictably throughout the evening. Public communication has a purpose, but repetition need not make it impossible for neighbours to concentrate. Organisers could agree on limited announcement periods, avoid unnecessary repeats and use noticeboards for details that do not require immediate attention. Advance information would also help residents arrange their work. I request a discussion involving local businesses, community representatives and those affected, so that practical arrangements can be considered. Kindly give the issue space in your newspaper and encourage a response based on consideration rather than confrontation.

Yours faithfully,
Pihu

Reasoning: A civic appeal seeks considerate arrangements without claiming a law or diagnosis.

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

Evidence or rule: Original Paper 08 writing task; verified MS PDF 4–5.

4(B) [5 marks]

Model answer: Art Club
Elm School
Devpur
4 November 2026
The Manager
Colourline Supplies
Subject: Cancellation request for order AC 08
Sir/Madam,
Please cancel our unfulfilled order AC 08 for exhibition display materials, placed earlier this week. The school exhibition has been postponed, and the items are no longer required for the original date. Kindly confirm whether dispatch has already occurred before processing this request. If the parcel is still with you, please stop dispatch and send written acknowledgement of cancellation. If it has left your premises, advise us about the appropriate return procedure and any conditions that apply. We have not assumed that cancellation is automatic or that a refund has already been approved. Please provide an itemised account of any payment received and explain the next steps so that our teacher coordinator can complete the records.

Yours faithfully,
Rohan

Reasoning: A request does not invent cancellation rights or assume dispatch status.

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

Evidence or rule: Original Paper 08 writing task; verified MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: Simply adding the two scores gives B fifteen, C fourteen and A twelve, making B the sole leader. The stated weighting changes that result because research counts twice. A receives twenty, while B and C each receive twenty-one out of thirty. B and C therefore tie, although they reach the total through different strengths: B has the stronger presentation, while C has the stronger research score. A's research is highest but its lower presentation leaves it one point behind them. The comparison shows that a ranking depends on the rule used, not only on the recorded scores. The weighting must be stated before judging performance so that readers can understand what the total rewards.

Reasoning: Unweighted totals are A 12, B 15 and C 14. Weighted totals are A 20, B 21 and C 21, so B and C tie. This is the case's fictional rubric, not a board marking rule.

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

Evidence or rule: Original Paper 08 team-score table.

5(B) [5 marks]

Model answer: Candidate A offers useful editing experience but can attend only two of the six meetings, leaving a substantial gap in the stated coordination duty. B meets the full attendance requirement, and the offered training creates a possible way to address limited experience. B is therefore the stronger provisional choice if reliable meeting participation is essential. However, an offer of training does not establish that B has already gained the necessary skills. The teacher should clarify the training content and assess readiness before confirming the appointment. A's experience could still be valuable in another advisory role, if agreed, but it should not be used to pretend that the attendance requirement has been met.

Reasoning: Availability is a stated requirement; training is a possible route to competence. A qualified recommendation must distinguish the offer of training from evidence that the necessary skills have already been gained.

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

Evidence or rule: Original Paper 08 coordinator cues.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (a) A request for a loan.
Reasoning: His private remark identifies his expectation.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 3 / printed 122.

6(A)(II) [1 mark]
Model answer: Shall not.
Reasoning: This is the negative contraction used in his refusal.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 3 / printed 122.

6(A)(III) [1 mark]
Model answer: He is flustered or nervous and mixes the words while trying to be respectful.
Reasoning: The self-correction and admission of excitement support this reading.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 3 / printed 122.

6(A)(IV) [2 marks]
Model answer: He first guards his money behind affectionate language, but welcomes Lomov once the request concerns marriage to his daughter. The reversal makes his greeting look conditional on his own interests, allowing the audience to compare courtesy with private calculation.
Reasoning: Use the later revelation in the play; the question explicitly extends beyond the extract.
Marking points: 1 mark: Money request imagined and refused; 1 mark: Marriage prospect brings delight, exposing conditional warmth.
Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 3 / printed 122. Later response: PDF 4 / printed 123.

6(B)(I) [1 mark]
Model answer: Central America.
Reasoning: Use the destination named in this extract, not an invented migration map.
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 45 / printed 33.

6(B)(II) [1 mark]
Model answer: (c) an expansion from collecting towards wider enquiry.
Reasoning: The book broadens the possibilities of the existing interest.
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 45 / printed 33.

6(B)(III) [2 marks]
Model answer: Probably marks a retrospective possibility rather than a fact he could test about an unlived future. He sees the book as a decisive influence, but the wording leaves room for uncertainty about whether collecting would otherwise have ended.
Reasoning: Distinguish a counterfactual personal estimate from a verified alternative history.
Marking points: 1 mark: Probably qualifies an untested alternative; 1 mark: Book is influential without proving what another future would have been.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 45 / printed 33.

6(B)(IV) [1 mark]
Model answer: eager
Reasoning: It explicitly characterises his response to the new field.
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 45 / printed 33.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: A lizard.
Reasoning: The second line supplies the identification.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(A)(II) [1 mark]
Model answer: (b) seeing apparently nothing on the tree.
Reasoning: Apparent absence becomes a sign of presence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(A)(III) [1 mark]
Model answer: tree and see
Reasoning: The end sounds match.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(A)(IV) [2 marks]
Model answer: An apparently empty tree does not by itself establish that a chameleon is present. The poem turns difficulty in seeing the creature into a confident identification, making absence do impossible evidential work and ending its guide with a comic claim.
Reasoning: Analyse the logical joke without correcting the poem into a biology textbook.
Marking points: 1 mark: Empty appearance does not prove presence; 1 mark: Confident inversion parodies reliable identification.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(B)(I) [1 mark]
Model answer: Anne’s hair.
Reasoning: The final line resolves the image’s reference.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(B)(II) [1 mark]
Model answer: (a) Never
Reasoning: Never rules out the claimed possibility without qualification.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(B)(III) [1 mark]
Model answer: Yellow
Reasoning: Honey-coloured is also used earlier, but the question specifies the last line.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(B)(IV) [2 marks]
Model answer: Ramparts suggest a substantial surrounding wall, making the hair seem like a striking boundary around the person. The image gives a visible feature imposing prominence, helping explain the speaker's claim that it obstructs attention to the self beyond appearance.
Reasoning: A metaphorical barrier is a supported interpretation, not a literal wall.
Marking points: 1 mark: Ramparts evoke surrounding/defensive walls; 1 mark: Image makes the feature seem to dominate or obstruct deeper recognition.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: The speaker says the encounter changes his mood and saves part of a day he had regretted. Those effects imply an earlier troubled or dissatisfied state without explaining its cause. The poem gives enough contrast to register change while leaving the background of that feeling unspecified.
Reasoning: Do not invent a personal tragedy or the poet's biography.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

8(II) [3 marks]

Model answer: The accounts recorded in pencil on a wall place the bread trade within a familiar household routine rather than a single dramatic sale. Monthly settlement suggests an ongoing connection between baker and customers. The small practical detail makes the recollection concrete without requiring a formal history of the business.

Reasoning: Do not infer that every customer always paid or that no records existed elsewhere.

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

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

8(III) [3 marks]

Model answer: The guests' presence recognises the new democratic order, contrasting with a past in which apartheid had separated the country from much of the world. The ceremony therefore marks more than a change of office holders. It publicly places a formerly isolated nation within renewed international relationships.

Reasoning: Connect recognition and historical contrast; do not invent current diplomatic facts.

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

Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 2–3 / printed 17–18.

8(IV) [3 marks]

Model answer: The lower part of the window obstructs her view when she sits, so standing lets her see the landscape more fully. The detail makes perspective depend on her child-sized body and chosen position. The journey is presented through a particular observer, not an unrestricted view from nowhere.

Reasoning: Explain bodily viewpoint rather than claiming standing on a moving bus is generally advisable.

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

Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 4–5 / printed 97–98.

8(V) [3 marks]

Model answer: The repeated action and deliberately altered forms make the attack seem insistent while the guide continues offering identification. The language itself becomes playful and breathless, matching a situation in which the victim has little opportunity for calm analysis. The stanza's performance undermines its apparent practical usefulness.

Reasoning: Comment on stylised repetition; do not copy the deliberate distortion into a grammar rule.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: Weiherer says that Ebright wants to do the best job he can, rather than win only for winning's sake. The distinction values effort and quality within competition. A prize may follow, but it is not presented as the sole purpose that makes the work worthwhile.

Reasoning: Use the teacher's distinction, not a universal claim that Ebright never enjoyed recognition.

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: The flowers make him sneeze while he is working, interrupting his intended quiet control of the burglary. The woman says she heard him from upstairs. An involuntary bodily response therefore helps expose his presence before he has prepared a response to the person who confronts him.

Reasoning: The woman's upstairs claim belongs to her account; do not verify her claimed ownership.

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 33 / printed 21.

9(III) [3 marks]

Model answer: The later friendship and teaching resolve the broader misunderstanding between Earth and Mars, but one nursery book still carries the memory of their alarm. The exception keeps the ending comic: improved relations do not instantly erase every association created by the earlier mistaken interpretation.

Reasoning: The text says they cannot bring themselves to read it, not that the library bans it.

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 85 / printed 73.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: Dust of Snow explicitly connects a natural incident with a change in the speaker's mood and the recovery of part of a regretted day. That supports a limited account of emotional renewal, not a claim that every difficulty disappears. Fog works differently: it imagines weather through a cat's arrival, posture and departure without narrating a human sadness that has been cured. The poems share close attention to ordinary natural phenomena, but they do not assign those phenomena an identical function. Their comparison therefore challenges the word always. A reading attentive to each poem's actual movement can recognise personal consolation in one and an imaginative way of seeing in the other.

Reasoning: Both texts are needed; reject an unsupported universal therapeutic claim while allowing the specific mood change.

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

Evidence or rule: FIRST_FLIGHT/jeff101.pdf PDF 14 / printed 14; jeff106.pdf PDF 14 / printed 93.

10(B) [6 marks]

Model answer: Lomov's trembling, palpitations and other complaints repeatedly interrupt the confident purpose with which he wants to arrange his future. His body becomes an unstable participant in conversations already disrupted by quarrels. The final collapse intensifies the disorder, producing cries for water and a doctor before he revives and is hurried into the marriage agreement. These events provide visible and audible action for performance rather than leaving every conflict inside polite dialogue. The comedy comes from the mismatch between his wish for a settled practical arrangement and his inability to maintain composure. This is a reading of theatrical effects, not a medical diagnosis or proof that the character is pretending every symptom.

Reasoning: Use stage directions and complaints without diagnosing an actual condition.

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

Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 4–5,14–15 / printed 123–124,133–134.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Griffin's discovery gives him an unusual power, but the narrative repeatedly separates brilliance from lawful conduct. He uses his advantage in revenge, theft and escape, making other people bear the consequences. Ebright's work is presented through curiosity, effort, experimental questions and a wish to do a good job. The chapter describes possible scientific benefits conditionally, rather than proving that a cure has already resulted. The contrast suggests that possessing knowledge does not settle what a person will do with it. Intellectual success needs to be considered beside purposes, methods and effects on others. The two accounts therefore resist a simple equation between cleverness and a fully admirable character.

Reasoning: Compare the narratives' conduct and qualified prospects; do not certify fiction as science or speculative cures as achieved.

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 38–43 / printed 26–31; PDF 47–49 / printed 35–37.

11(B) [6 marks]

Model answer: Hari begins by presenting himself as experienced in theft and willing to change names to avoid discovery. He also admits that his claim to cook is a lie. Those disclosures make his voice candid about some deception while reminding readers that managing impressions is part of his practice. His later account of returning the money therefore matters through the action he describes, not only through a claim that he has become different. The final renewed relationship suggests a possibility of change without allowing the reader to inspect his entire future. First-person narration brings us close to his calculations and feelings while leaving judgement about their meaning as an active task.

Reasoning: Evaluate narrated admissions and actions; avoid asserting that an invented future proves permanent reform.

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 20–24 / printed 8–12.