Paper 07 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-PAPER07
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 07 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) From urgent outcomes towards how the book creates meaning.

Reasoning: The opening contrasts plot urgency with language and arrangement.

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

Evidence or rule: Original Paper 07 rereading passage, paragraph 1.

1(II) [1 mark]

Model answer: Evidence from the book.

Reasoning: Rereading does not license an unsupported pattern.

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

Evidence or rule: Original Paper 07 rereading passage, paragraph 2.

1(III) [1 mark]

Model answer: recurring

Reasoning: It describes an image that returns within a text.

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

Evidence or rule: Original Paper 07 rereading passage, paragraph 5.

1(IV) [2 marks]

Model answer: The words may remain relatively stable while the reader gains experience, encounters another person's question or develops different concerns. Those changes redirect attention towards features previously overlooked, producing a new response without requiring the text to acquire new sentences.

Reasoning: Separate textual stability from developing reader attention.

Marking points: 1 mark: Text can remain stable; 1 mark: Experience/questions/concerns change what the reader notices.

Evidence or rule: Original Paper 07 rereading passage, paragraph 3.

1(V) [1 mark]

Model answer: (c) It permits comparison of responses across a reading history.

Reasoning: A record enables comparison without becoming a permanent authority.

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

Evidence or rule: Original Paper 07 rereading passage, paragraph 4.

1(VI) [1 mark]

Model answer: False

Reasoning: The writer explicitly distinguishes renewed attention from automatic depth.

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

Evidence or rule: Original Paper 07 rereading passage, paragraph 5.

1(VII) [1 mark]
Model answer: (d) Discarding details that do not fit a tidy explanation.
Reasoning: Difficult details should be explained rather than silently removed.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 07 rereading passage, paragraphs 2 and 5.

1(VIII) [2 marks]
Model answer: Later events can give an early remark another meaning that was unavailable to the first-time reader. Attention then shifts from uncertainty about the outcome to the relation between earlier language and later developments, making recognition itself a source of interest.
Reasoning: The second meaning must be supported, not invented.
Marking points: 1 mark: Later knowledge changes significance of an early remark; 1 mark: Recognition of relations replaces or supplements outcome suspense.
Evidence or rule: Original Paper 07 rereading passage, paragraph 2.

Question 2 Case based reading

2(I) [1 mark]
Model answer: 50%
Reasoning: 60 ÷ 120 × 100 = 50%.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 07 format survey, paragraph 1.

2(II) [1 mark]
Model answer: (a) Printed books.
Reasoning: Twenty is the highest format count.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 07 format survey, table.

2(III) [1 mark]

Model answer: 31 responses

Reasoning: More than half of sixty means more than thirty; the minimum whole number is 31.

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

Evidence or rule: Original Paper 07 format survey, paragraph 2.

2(IV) [1 mark]

Model answer: (c) Twenty of the sixty respondents selected printed books.

Reasoning: The survey records the choices of sixty respondents. Preferences of all 120 are not known, non-response does not mean no preference, and 20/60 is not a majority.

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

Evidence or rule: Original Paper 07 format survey, paragraphs 1–2.

2(V) [2 marks]

Model answer: People with strong views may be more likely to respond, so the respondents may not represent all programme members. Their answers can accurately record their own preferences; the limitation concerns extending that pattern to people whose views were not collected.

Reasoning: Distinguish possible selection bias from fabrication.

Marking points: 1 mark: Self-selection may alter who responds; 1 mark: Recorded preferences may remain accurate for respondents without representing everyone.

Evidence or rule: Original Paper 07 format survey, paragraph 2.

2(VI) [1 mark]

Model answer: 10 respondents

Reasoning: $15 - 5 = 10$.

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

Evidence or rule: Original Paper 07 format survey, table.

2(VII) [1 mark]
Model answer: Those respondents did not authorise a choice among the named formats.
Reasoning: Reallocating them would invent preferences not recorded by the survey.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 07 format survey, paragraph 3.

2(VIII) [1 mark]
Model answer: Access needs.
Reasoning: The library distinguishes preferred from necessary accessible formats.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 07 format survey, paragraph 3.

2(IX) [1 mark]
Model answer: (d) Removing every format other than printed books.
Reasoning: A plurality among respondents is insufficient for eliminating all alternatives.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 07 format survey, paragraph 3.

Question 3 Grammar

3(I) [1 mark]
Model answer: (c) used to walk
Reasoning: Used to marks a past habit that no longer continues.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: used to for a discontinued past habit.

3(II) [1 mark]
Model answer: had
Reasoning: The past form had marks an unreal present condition here, not an event completed in the past. Would make belongs to its imagined consequence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: past form for an unreal present condition.

3(III) [1 mark]
Model answer: (b) Whose
Reasoning: Whose asks for the possessor. Which and what ask about identity/type rather than ownership; how many asks quantity and cannot fit singular folder here.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: interrogative possessive determiner whose.

3(IV) [1 mark]
Model answer: are → is
Reasoning: The name of a field of study is treated as singular here.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: singular field-of-study name ending in s.

3(V) [1 mark]
Model answer: had to return the reference copy.
Reasoning: Have to becomes had to in the conventional past report; the stated addressee is the reporter.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: backshift of present have to obligation.

3(VI) [1 mark]
Model answer: (a) should
Reasoning: Should have checked evaluates a missed past action as advisable.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: should have for retrospective criticism or regret.

3(VII) [1 mark]
Model answer: are
Reasoning: The post-verbal subject two dictionaries is plural; the opening location phrase is not the subject.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: agreement with a post-verbal plural subject.

3(VIII) [1 mark]
Model answer: tomorrow → the next day
Reasoning: The task specifies a later report using conventional time-reference change; accept the following day.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: tomorrow to the next/following day in later reporting.

3(IX) [1 mark]
Model answer: (b) another
Reasoning: Another can precede a number plus a plural noun to mean additional items.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: another plus a number and plural noun.

3(X) [1 mark]
Model answer: have → has
Reasoning: More than one is followed by a singular noun and normally singular agreement in this formal construction.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: formal agreement with more than one.

3(XI) [1 mark]
Model answer: will have been rehearsing
Reasoning: The future reference point measures the duration of a continuing activity.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: future perfect continuous for duration up to a future point.

3(XII) [1 mark]
Model answer: to wait there if the gate was closed.
Reasoning: Use to-infinitive for the command, preserve the if-condition and backshift is to was in the conventional later report.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: reported command with an attached condition.

Question 4 Formal letters

4(A) [5 marks]

Model answer: Cedar School
Meerapur
4 November 2026
The Principal
Cedar School
Meerapur
Subject: Permission for a rereading review column
Sir/Madam,
I seek permission to introduce a short review column comparing students' first and later readings of a book. The aim is to show how an interpretation develops when a reader notices fresh evidence, rather than to rank students by how many books they finish. Contributors would identify the title, explain one changed judgement and support it with brief accurate references. Editors would check quotations and invite the writer to clarify any unsupported claim before publication. We would welcome different conclusions when they are well argued. Participation would be voluntary, and students could discuss a book available through the school library. Kindly allow a trial column in the next issue and advise us about supervision.

Yours faithfully,
Aditi

Reasoning: The proposed column values evidence and supported disagreement.

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

Evidence or rule: Original Paper 07 writing task; verified MS PDF 4–5.

4(B) [5 marks]

Model answer: 7 Orchard Road
Meerapur
4 November 2026
The Customer Service Manager
Bookline
Subject: Damaged dictionary in order OR 7
Sir/Madam,
I am writing about the dictionary delivered under order OR 7 yesterday. Its cover is torn, and several pages near the binding are detached, making the book difficult to use. The outer parcel also showed damage when it arrived. I have retained the packaging and can provide photographs and a copy of the invoice for your review. Please arrange a replacement copy in sound condition or explain the available refund procedure if a replacement cannot be supplied. Kindly send the return instructions before I dispatch the damaged item, including how any collection will be arranged. I would appreciate an acknowledgement and an expected resolution date so that I can plan my study work.

Yours faithfully,
Omar

Reasoning: State observed damage, requested remedy and evidence without inventing a supplier's legal policy.

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

Evidence or rule: Original Paper 07 writing task; verified MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: Total recorded service rises from one hundred hours in the first term to one hundred and twenty in the second. Gardening increases by ten hours and reading buddies by fifteen, while recycling falls by five. Reading buddies therefore shows the largest absolute increase, although gardening still receives the most hours. The pattern suggests a change in allocation as well as a rise in overall effort. It does not establish that recycling became less valuable or that the largest project produced the greatest benefit. Hours measure time contributed, not the quality or outcome of the work. Evaluation would also need information about tasks completed, participants' experiences and the needs each project was intended to meet.

Reasoning: Totals 100/120; changes+10,+15,−5; distinguish input from outcome.

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

Evidence or rule: Original Paper 07 service-hour table.

5(B) [5 marks]

Model answer: For four workshops, Plan P costs one hundred and eighty rupees, forty less than Plan Q's fixed two hundred and twenty. P is therefore cheaper at the student's current estimate. The plans become equal at six workshops, because the extra one hundred and twenty rupees under P then matches Q's higher annual charge. Beyond six workshops, Q costs less under the stated terms. The recommendation depends on expected attendance rather than the annual fee alone: P suits the four-workshop plan, while Q offers cost certainty if participation grows. Before choosing, the student should check that desired workshops are actually available and that the attendance estimate reflects likely use rather than an intention alone.

Reasoning: P 100+20 n;Q 220;equaln 6. Fictional arithmetic, no external financial advice.

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

Evidence or rule: Original Paper 07 membership cues.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]

Model answer: The postmaster.

Reasoning: The surrounding narrative identifies the postmaster answering Lencho's letter.

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

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 6 / printed 6.

6(A)(II) [1 mark]

Model answer: (b) a financial contribution.

Reasoning: The letter's request requires money rather than words alone.

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

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 6 / printed 6.

6(A)(III) [1 mark]

Model answer: Part of the postmaster's salary or contributions from his friends.

Reasoning: Either source is directly stated.

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

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 6 / printed 6.

6(A)(IV) [2 marks]

Model answer: The request turns out to require resources beyond an ordinary written reply, yet the postmaster does not abandon his intention. He gives from his salary and seeks others' contributions, showing persistence that converts an initial sympathetic idea into practical effort.

Reasoning: Explain the obstacle and action that continues despite it.

Marking points: 1 mark: Request creates a material difficulty; 1 mark: Personal giving and collection show persistent action.

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 6 / printed 6.

6(B)(I) [1 mark]

Model answer: A gun for joining hunting parties.

Reasoning: The extract states the purpose of the savings.

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 53 / printed 41.

6(B)(II) [1 mark]

Model answer: (c) Nevertheless

Reasoning: Nevertheless introduces agreement despite his personal loss.

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 53 / printed 41.

6(B)(III) [2 marks]

Model answer: The four hundred francs are not presented as spare money without a purpose. They represent a pleasure he has planned for himself, so offering the sum for a dress involves giving up that intention, making his agreement a personal sacrifice.

Reasoning: The text shows an opportunity cost, not unlimited household wealth.

Marking points: 1 mark: Savings were intended for his own hunting plan; 1 mark: Giving them up makes the offer a personal sacrifice.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 53 / printed 41.

6(B)(IV) [1 mark]

Model answer: He turns a little pale.

Reasoning: This physical detail precedes the spoken agreement.

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 53 / printed 41.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: vivid
Reasoning: The word intensifies their visual presence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

7(A)(II) [1 mark]
Model answer: (b) the softness and quietness of his footfall.
Reasoning: The tactile image belongs to his movement, not cage furnishings.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

7(A)(III) [1 mark]
Model answer: quiet
Reasoning: The word modifies both the pads' motion and rage.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

7(A)(IV) [2 marks]
Model answer: Rage suggests intense anger, while quiet describes its lack of outward noise. Their combination allows powerful feeling to exist beneath controlled or restricted movement, so the tiger's silence should not be mistaken for contentment or an absence of force.
Reasoning: Analyse the combination, not a general description of every zoo.
Marking points: 1 mark: Rage carries intensity while quiet denies noise; 1 mark: Silence does not equal contentment or lack of force.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29.

7(B)(I) [1 mark]
Model answer: Hate
Reasoning: The first line names the relevant experience.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15.

7(B)(II) [1 mark]
Model answer: (c) effective or powerful for destruction.
Reasoning: The preceding purpose for destruction controls the word's sense.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15.

7(B)(III) [1 mark]
Model answer: suffice
Reasoning: The final verb expresses sufficiency.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15.

7(B)(IV) [2 marks]
Model answer: The statement that ice would suffice presents enormous destruction in the language of simple adequacy. That restraint makes the ending pointed rather than spectacular: hatred does not need an extravagant description to be recognised as capable of a devastating result.
Reasoning: Explain understatement through scale and diction without demanding one exclusive device label.
Marking points: 1 mark: Suffice uses restrained language of adequacy; 1 mark: Contrast with destructive scale makes the ending pointed/unsettling.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: Once he is airborne, his family joins him, calling and flying around him. Their presence changes the episode from his isolated fear on the ledge to participation in a shared activity. He still performs the flight himself, but the response recognises his entry into their way of life.
Reasoning: Distinguish family response after take-off from the mother's earlier food lure.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 4 / printed 35.

8(II) [3 marks]

Model answer: Fish, birds and other creatures around the river make the setting seem active at several levels rather than a static view. The traveller is invited to notice relationships between water, banks and forest life. These details turn sightseeing into attentive observation of movement within a particular landscape.

Reasoning: Use the chapter's named wildlife; do not invent guarantees of sightings.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 7 / printed 69.

8(III) [3 marks]

Model answer: Mijbil handles and manipulates small objects, finding ways to keep them moving during play. The activity gives attention to his own interests and repeated experimentation with available things. He is not described only through the narrator's commands or affection, but through behaviour he initiates himself.

Reasoning: Refer to actual marbles and play; avoid invented human speech or intentional scientific research.

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

Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 5 / printed 84.

8(IV) [3 marks]

Model answer: Amanda imagines the tower as a refuge in which she would not let down her hair. The refusal turns a possible route of contact into protection from interruption. Her chosen version values undisturbed solitude, adapting the familiar figure to the desire expressed in her own imagined world.

Reasoning: Do not infer that the speaker rejects all relationships permanently.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

8(V) [3 marks]

Model answer: Before the intrusion, the household repeatedly describes its bravery and mocks Custard's wish for safety. The pirate brings an immediate threat that demands action instead of more description. The poem shifts from a repetitive domestic pattern into a rapid test of the identities the characters have claimed.

Reasoning: Focus on narrative pace and turning point, not merely who is brave.

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

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

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: The boys see fresh impressions appearing without a visible person to make them. The ordinary evidence of walking is separated from its expected cause, creating surprise. The narrator then explains Griffin's invisibility, changing the reader's question from what produces the marks to how this unusual situation arose.

Reasoning: The footprints are caused by mud on invisible feet, not disembodied supernatural feet.

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 38 / printed 26.

9(II) [3 marks]

Model answer: He speaks as though the balcony is a familiar nuisance for which he has already complained, not a new story invented under threat. That irritated everyday manner supplies apparent background and confidence. Max can fit his presence into the account without first questioning whether the balcony actually exists.

Reasoning: Treat the claimed prior complaint as part of the invention, not verified hotel history.

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 27–28 / printed 15–16.

9(III) [3 marks]

Model answer: Her mother sees schooling as unsuitable for daughters whose marriages she wants to secure, but regards Bholi as unlikely to marry. Sending Bholi therefore begins from lowered expectations rather than an equal educational ambition, even though school later gives her unexpected confidence and choices.

Reasoning: Distinguish the mother's initial motive from schooling's eventual benefit; do not endorse the prejudice.

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 67 / printed 55.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: The poem begins with trees inside and a forest outside that lacks the life trees normally support. Their movement changes both places: roots disengage from the veranda, leaves press towards glass and the forest is expected to fill. The speaker remains indoors, but open doors and the smell of leaves connect the room to the departure. Sound and scent cross the boundary before the final outward movement is complete. The house therefore does not simply vanish when attention turns towards freedom outside it. The poem keeps the spaces in relation, allowing readers to see how release transforms the meaning of enclosure as well as the place towards which the trees move.

Reasoning: Analyse spatial connections using roots, glass, open doors and scent; accept symbolic readings supported by them.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15–16 / printed 77–78.

10(B) [6 marks]

Model answer: When Valli returns, the adults continue their ordinary conversation without knowing the journey she has completed. Their remarks about things happening beyond their knowledge acquire an additional meaning for the reader, who has followed her experience. Valli's response and smile show that she now possesses a private account she does not disclose. This is not proof that she has become an adult or understands everything about the world. The contrast is narrower and more effective: someone treated as a child has seen something the speakers do not know she has seen. The ending preserves that gap, letting an everyday conversation carry the secret significance of her independent journey.

Reasoning: Use the final conversation and Valli's private knowledge; do not invent a confession.

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

Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 10–11 / printed 103–104.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: The preparations and the ball receive close attention to dresses, jewels, reactions and a single evening's admiration. After the loss and replacement, the narrative moves across years of labour and debt much more quickly. This difference in pace makes a brief experience of apparent success stand against a long period of consequences. The compressed years do not make the suffering minor; their accumulated tasks and changes in appearance show how much life the decision consumes. The final meeting then slows attention again for a revelation that transforms the meaning of the earlier sacrifice. Narrative time therefore helps organise the story's irony, placing a short social triumph beside an enduring cost.

Reasoning: Analyse pace across evening, debt years and final meeting; avoid invented details of every year.

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 54–57 / printed 42–45.

11(B) [6 marks]

Model answer: The Historian presents the event from a later time and identifies books as important before the audience watches the misunderstanding unfold. That frame makes the invasion less a simple suspense story about who will win and more an explanation of an already remarkable outcome. The nursery book then becomes comic because the audience can recognise ordinary material where the visitors perceive alarming intelligence. The distance between the later account and the acted scene also permits a playful view of historical importance: something apparently small can acquire a large role in the story told afterwards. The frame guides attention towards how the error happens, not merely whether Earth will survive it.

Reasoning: Differentiate frame and enacted scene; describe the play's fictional future, not actual history.

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 75–76,85 / printed 63–64,73.