Paper 19 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-PAPER19
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 19 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: (d) Experienced judgements about how a mixture should feel.

Reasoning: Tacit recognition may not be captured by little water or until ready.

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

Evidence or rule: Original Paper 19 recipe-transmission passage, paragraph 1.

1(II) [1 mark]

Model answer: What the mixture should look like, which step can wait or which mistake is easiest to correct.

Reasoning: Any one stated question suffices.

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

Evidence or rule: Original Paper 19 recipe-transmission passage, paragraph 2.

1(III) [1 mark]

Model answer: adaptation

Reasoning: An adaptation is distinguished from the remembered version.

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

Evidence or rule: Original Paper 19 recipe-transmission passage, paragraph 3.

1(IV) [2 marks]

Model answer: A cook may perform a movement without having explained it. Demonstration gives the learner an example, while questions and written description make the relevant signs clearer. Together they develop an account neither a bare list nor an unexplained movement supplies.

Reasoning: The two forms contribute different kinds of access.

Marking points: 1 mark: Observed skilled action; 1 mark: Questions/description identify signs not captured by action or list alone.

Evidence or rule: Original Paper 19 recipe-transmission passage, paragraphs 1–2.

1(V) [1 mark]

Model answer: (b) Distinguish the adaptation and explain the change.

Reasoning: The distinction preserves information about both versions.

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

Evidence or rule: Original Paper 19 recipe-transmission passage, paragraph 3.

1(VI) [1 mark]
Model answer: False
Reasoning: The fourth paragraph explicitly rejects that promise.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 recipe-transmission passage, paragraph 4.

1(VII) [1 mark]
Model answer: (c) We tried this change; the texture differed; ask about the timing.
Reasoning: It records an attempt, observation and remaining question.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 recipe-transmission passage, paragraphs 4–5.

1(VIII) [2 marks]
Model answer: A record can preserve the remembered cook's method and voice while separately noting a change and its reason. Keeping both visible maintains the connection with the earlier practice without pretending that new circumstances or experiments never alter how people cook.
Reasoning: Preserve distinction, not a false sameness.
Marking points: 1 mark: Earlier method/voice preserved; 1 mark: Adaptation separately acknowledged enables continuity without false sameness.
Evidence or rule: Original Paper 19 recipe-transmission passage, paragraphs 3 and 5.

Question 2 Case based reading

2(I) [1 mark]
Model answer: C
Reasoning: 2010 precedes every other listed publication year.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(II) [1 mark]
Model answer: (c) D
Reasoning: Only D has publication year 2026.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(III) [1 mark]
Model answer: A, C and D.
Reasoning: Use acquisition year, not publication year.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(IV) [1 mark]
Model answer: (a) B and E
Reasoning: Cataloguing year equals acquisition year in this fictional case.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(V) [2 marks]
Model answer: A and C were published in 2019 and 2010, although their copies entered this library in 2026. Acquisition makes a copy new to a collection, not necessarily a newly published edition. The labels describe different events.
Reasoning: Separate new ownership from publication.
Marking points: 1 mark: A/C older publication dates; 1 mark: New to library does not mean newly published.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(VI) [1 mark]
Model answer: C: sixteen years.
Reasoning: 2026−2010=16.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(VII) [1 mark]
Model answer: No;2025 is the edition's publication year, not an author's birth year.
Reasoning: Use the label's meaning.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(VIII) [1 mark]
Model answer: Dates within the years are missing.
Reasoning: Year numbers alone do not locate the month or day of acquisition.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

2(IX) [1 mark]
Model answer: (d) Some 2026 acquisitions have earlier publication years.
Reasoning: A and C establish this without any quality judgement.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 19 fictional library year fields and table.

Question 3 Grammar

3(I) [1 mark]
Model answer: (a) used to; used to
Reasoning: Used to + base verb describes a former habit; be used to + -ing means accustomed to.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: used to infinitive versus be used to gerund.

3(II) [1 mark]
Model answer: laid; lay
Reasoning: Lay an object has past laid; lie down has past lay.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: transitive lay versus intransitive lie past contrast.

3(III) [1 mark]
Model answer: (d) so difficult a task
Reasoning: So + adjective + a/an + singular count noun is a valid emphatic pattern.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: so adjective a singular noun word order.

3(IV) [1 mark]
Model answer: are
Reasoning: The explicit individual-member meaning supports plural agreement and their.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: collective noun plural for separately acting members.

3(V) [1 mark]
Model answer: that bag was mine.
Reasoning: The tag seeks confirmation of the statement; the report uses whether and maps yours to mine.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: tag confirmation reported as one yes/no enquiry.

3(VI) [1 mark]
Model answer: (b) an expected completed outcome.
Reasoning: The context supports expectation, not retrospective moral criticism.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: should have for expected completion.

3(VII) [1 mark]
Model answer: Some is common in offers where a positive response is anticipated.
Reasoning: Questions do not universally require any; communicative purpose matters.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: some in offers and positive-oriented questions.

3(VIII) [1 mark]
Model answer: The guests' departure.
Reasoning: Past perfect marks leaving as earlier than the past arrival.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: past perfect relative chronological order.

3(IX) [1 mark]
Model answer: (b) a great many
Reasoning: A great many modifies plural count suggestions; a great deal of normally modifies mass nouns.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: a great many plus plural count noun.

3(X) [1 mark]
Model answer: not to leave unless they called me.
Reasoning: Keep the negative infinitive and unless-condition. They refers to the guard without assuming gender; me refers to the original addressee and reporter. Accept a consistently established he or she.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: negative instruction with unless condition.

3(XI) [1 mark]

Model answer: not dare to disagree.

Reasoning: Lexical dare can take do-support and a to-infinitive; modal dare not uses a bare infinitive.

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

Evidence or rule: Grammar rule: lexical and modal dare alternative structures.

3(XII) [1 mark]

Model answer: he would help if he could.

Reasoning: Would and could remain in this hypothetical relation. Reporting it as he will help would remove the condition and increase certainty.

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

Evidence or rule: Grammar rule: reported remote condition with retained would/could.

Question 4 Formal letters

4(A) [5 marks]

Model answer: Heritage Club
Sunrise School
Amaltas Nagar
4 November 2026
Ms Tara Sen
Amaltas Nagar
Subject: Thanks for the recipe-recording session
Sir/Madam,
Thank you for helping our pupils record your family's recipe during yesterday's supervised session. Your demonstration made the texture and timing clearer than an ingredient list alone could have done. We especially appreciated your patience when pupils asked why a step mattered and how a remembered version differed from a later adaptation. With your agreed credit included, the record will identify your particular contribution rather than present it as a rule for every household in the region. We will send you the draft for checking before the club keeps its final copy. Please tell us if any explanation has been misunderstood. Your practical guidance has helped us treat recording as attentive learning rather than simple copying.

Yours faithfully,
Deepa

Reasoning: Specific appreciation identifies a contribution without universalising a family practice.

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

Evidence or rule: Original Paper 19 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Library Volunteers
Sunrise School
Amaltas Nagar
4 November 2026
The Librarian
Sunrise School
Amaltas Nagar
Subject: Clear labels for the new-arrivals display
Sir/Madam,
Please consider adding separate publication and acquisition labels to our new-arrivals display. Some copies obtained this year belong to editions published earlier, so calling every arrival a newly published book could confuse readers. A heading such as New to Our Library would describe the display accurately while leaving room for both recent and older editions. Each card could then show the two years under clear labels. This would not imply that an older edition lacks value; suitability depends on its content and the reader's purpose. Our volunteers can prepare draft cards for your checking. Kindly advise whether the catalogue already contains the fields we should use and how doubtful entries should be flagged.

Yours faithfully,
Farah

Reasoning: Clarifies metadata without an unsupported age-based quality judgement.

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

Evidence or rule: Original Paper 19 writing task; official MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: B best supports the main aim because related treatments of a theme can be compared without requiring readers to search across year groups. A makes publication sequence visible, which may help a historical question but does not automatically place related subjects together. C explains when copies entered this library, a different history from when their editions appeared. The exhibition could therefore use B as its main arrangement and a smaller C-based panel for the expressly secondary purpose. Clear labels should prevent readers from confusing acquisition with publication. This recommendation follows the stated aims; another exhibition with a chronological purpose could reasonably choose a different main order instead of treating one arrangement as universally superior.

Reasoning: Separate the main comparison purpose from the secondary institutional history.

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

Evidence or rule: Original Paper 19 exhibition arrangement table.

5(B) [5 marks]

Model answer: A is compact and easy to follow once its instructions are settled, but it hides how the record relates to later changes or uncertain details. B preserves the remembered method while keeping an adaptation visibly separate and allowing questions to remain open. It therefore better serves the stated aim of memory alongside continued learning. Its extra material needs clear headings so that a learner does not accidentally combine two versions into one procedure. The blank space is useful only if notes identify what was tried and what still needs checking. B should be recommended as an organised record of versions, rather than as a guarantee that every written instruction has already been tested.

Reasoning: Distinguish record structure from proof of procedural success.

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

Evidence or rule: Original Paper 19 recipe-layout alternatives.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (b) not functioning.
Reasoning: The word transfers an idea of lifelessness to failed equipment.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 7 / printed 38.

6(A)(II) [1 mark]
Model answer: No answer.
Reasoning: The first sentence states the absence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 7 / printed 38.

6(A)(III) [1 mark]
Model answer: I
Reasoning: I had, I could not and I was organise the account around the speaker.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 7 / printed 38.

6(A)(IV) [2 marks]
Model answer: No answer, no radio and no compass accumulate losses in rapid clauses. The repeated negatives strip away possible resources one after another, making the final statement of being lost feel like the compressed conclusion of an increasingly restricted situation.
Reasoning: Analyse rhythm and accumulation rather than invent another failed instrument.
Marking points: 1 mark: Short negative clauses identified; 1 mark: Accumulation narrows resources/builds danger towards being lost.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 7 / printed 38.

6(B)(I) [1 mark]
Model answer: The young woman's.
Reasoning: She responds to Horace's request to be released.
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 35 / printed 23.

6(B)(II) [1 mark]
Model answer: (c) The whole of society.
Reasoning: She invokes society to justify withholding release.
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 35 / printed 23.

6(B)(III) [2 marks]
Model answer: She speaks as though protecting society from a thief gives her moral authority. When readers learn that she is herself a thief using Horace, that posture becomes ironic: the condemning language serves her own criminal plan rather than honest protection.
Reasoning: Interpret retrospectively; Horace does not yet know her identity.
Marking points: 1 mark: Claimed moral/public protection; 1 mark: Revealed thief uses that posture to advance her own theft.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 35 / printed 23.

6(B)(IV) [1 mark]
Model answer: suddenly
Reasoning: The narration explicitly modifies the change.
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 35 / printed 23.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: little boy
Reasoning: It changes from describing him to addressing him.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(II) [1 mark]
Model answer: (b) possessions
Reasoning: Possessions names the relevant sphere.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(III) [1 mark]
Model answer: no one
Reasoning: The phrase excludes every buyer in that statement.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(IV) [2 marks]
Model answer: The voice moves from describing what he senses to speaking towards him within the statement about loss. That address brings tenderness into the general lesson, so the child remains an individual rather than disappearing into an abstract account of possessions.
Reasoning: Do not invent a spoken reply from the boy.
Marking points: 1 mark: Description becomes direct address; 1 mark: Personal attention/tenderness qualifies abstract generalisation.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(B)(I) [1 mark]
Model answer: tranquil
Reasoning: It describes the imagined life in the tower.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

7(B)(II) [1 mark]
Model answer: (a) firm intention within the fantasy.
Reasoning: It strengthens the refusal expressed by never.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

7(B)(III) [1 mark]
Model answer: care; rare; hair
Reasoning: All three are audible full rhymes in the stanza.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

7(B)(IV) [2 marks]
Model answer: Care, rare and hair bind the three lines through one recurring rhyme. The repeated sound gives the imagined tower life a compact musical enclosure, joining freedom from worry, tranquillity and the final assertion into one closely held private scene.
Reasoning: Accept supported discussion of the rhyming triplet; no claim that rhyme always guarantees happiness.
Marking points: 1 mark: Repeated matching end sounds/triplet identified; 1 mark: They unify the compact imagined scene.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: The inauguration is associated with a non-racial democratic government and a pledge against renewed oppression. Its stated aim therefore reaches beyond reversing which group dominates. The account presents political change through equal human dignity, while the ceremonial celebration marks a beginning rather than proof that every future problem has disappeared.
Reasoning: Use the narrative's stated aspirations, not current political claims.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 2–4 / printed 17–19.

8(II) [3 marks]

Model answer: The description openly values her father through affection rather than presenting a detached official record. It places personal feeling beside dates and movements, reminding readers that the sketch is a daughter's account. Its emotional perspective does not automatically make the stated dates false or the affection insincere.

Reasoning: Distinguish perspective from factual falsification.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 4 / printed 51.

8(III) [3 marks]

Model answer: Natalya now accepts his claim in order to move the conversation towards the proposal, while Lomov continues stressing evidence and principle. Their immediate purposes are mismatched even after the apparent concession. The exchange shows that agreement on words does not guarantee a shared understanding of what should happen next.

Reasoning: Her aside supports the practical purpose; no actual court ruling is supplied.

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

Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 11 / printed 130.

8(IV) [3 marks]

Model answer: The title identifies both the animal and its actual setting before the repeated pronoun begins. Readers can then follow imagined grassland and village scenes without mistaking them for the present location. The title supplies a stable frame while the body of the poem moves between actual and desired situations.

Reasoning: No claim that a title is unnecessary to interpretation.

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

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

8(V) [3 marks]

Model answer: Dust makes the snow seem fine and powdery rather than a heavy solid mass. The phrase directs attention to a small scattering capable of falling from a tree onto one person. Its delicate material scale helps the reader picture the incident without imagining an avalanche or ordinary road dirt.

Reasoning: A contextual image, not a technical measurement of the snow.

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

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: She remembers the family's cow being turned out and sold, so an unfamiliar departure seems threatening rather than promising. The comparison reveals how limited information and a remembered loss shape her fear. It does not mean that her father actually intends to sell her to the school.

Reasoning: Keep Bholi's frightened inference separate from the father's stated destination.

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 68 / printed 56.

9(II) [3 marks]

Model answer: The desk has been opened and housekeeping money is missing even though the search reveals no visible intruder. Those material changes remain when the room appears empty. The reader's knowledge of Griffin's invisibility explains how absence from sight can coexist with a physical action already carried out.

Reasoning: Use the fictional premise; no real investigative standard is asserted.

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 40–41 / printed 28–29.

9(III) [3 marks]

Model answer: The new idea arises through examining photographs alongside earlier findings, and the narrative pointedly denies a theatrical cry of triumph. He then works with Wong on representations and later testing. Insight is presented as connected reasoning and continued work rather than a spectacular shout completing science in one instant.

Reasoning: The chapter's later theory remains conditionally described.

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 48–49 / printed 36–37.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: Before the instruments fail, the pilot can still consider returning to Paris. His desire to reach home encourages him to take the risk instead. That earlier choice makes the storm more than a danger that arrives without any decision on his part. The first-person account lets readers hear his anticipation and then experience the narrowing options that follow. Later relief does not retrospectively prove the risk was wise; an unexplained helper and a safe landing do not remove the possibility of disaster that the narrative has made visible. The episode therefore connects judgement with consequence while leaving the extraordinary rescue unresolved rather than supplying a simple formula for successful risk-taking.

Reasoning: No invented fuel or weather procedure; literary judgement only.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 6–8 / printed 37–39.

10(B) [6 marks]

Model answer: The Trees makes movement a collective struggle: roots disengage, leaves strain and branches press against confinement before the trees emerge into the night. Fog moves through a lighter extended cat image, arriving quietly, sitting and then departing without a narrated battle against a physical enclosure. Both poems animate a natural presence, but their verbs create different kinds of agency and effort. One stresses pressure and release, while the other gives a passing visitation a poised temporary form. The comparison should therefore attend to the particular action words rather than assume that every personified movement carries the same story of escape, resistance or emotional healing for an observer.

Reasoning: Supported comparison; no universal allegorical answer required.

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; jeff106.pdf, PDF 14 / printed 93.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Hari describes the greedy victim as fearful, the rich victim as angry and the poor victim as accepting. These categories make theft appear to produce predictable reactions associated with possessions. His expectation for Anil interrupts that pattern: he imagines sadness caused by broken trust rather than missing money. This distinction shows attention to the relationship damaged by his act, not simply to the value of the notes. The earlier categories are Hari's reported observations; Anil's reaction is a prediction at this point. Readers therefore see Hari's changing understanding without being asked to accept his classification as a universal account of how all victims behave.

Reasoning: Analyse the contrast within Hari's reflection, not merely his later decision to return. His victim categories are reported observations; the sadness he attributes to Anil is an anticipated reaction here, not an observed facial expression. Credit a supported account of emerging empathy or awareness of relational harm.

Marking points: Content 3: victim-category contrast; Anil's anticipated sadness over trust; significance for Hari's understanding. Expression 2: coherent analysis and organisation. Accuracy 1: language accuracy. Content points are indicative, not mandatory quoted phrases.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 23 / printed 11, paragraph beginning In my short career. SYL PDF 3–4; MS PDF 8 for the 3+2+1 long-answer rubric. Current-edition equivalence remains pending.

11(B) [6 marks]

Model answer: Loisel treats natural flowers as an attractive, seasonally fashionable adornment. His suggestion assumes that looking elegant need not depend on wearing jewels. His wife instead imagines how she will appear among wealthy women and regards the absence of jewellery as humiliating. Their disagreement is therefore about the social meaning of appearance, not whether flowers are physically available. His proposed solution answers a practical need; her refusal measures suitability through comparison with an affluent audience. The subsequent suggestion of borrowing jewels satisfies that concern without settling their different standards of value. The dialogue reveals those standards through contrasting responses, rather than proving that the rich women would actually have mocked her.

Reasoning: Focus on the unassessed natural-flowers proposal and rejection before borrowing. Contrast his view of fashionable adornment with her fear of appearing shabby among rich women. Do not invent a price, claim the women actually mocked her, or replace analysis of this exchange with the later loss/debt episode.

Marking points: Content 3: flowers as fashionable adornment; feared social humiliation; contrasting standards revealed through dialogue. Expression 2: coherent comparison and organisation. Accuracy 1: language accuracy. Credit equivalent supported interpretations; no invented flower price required.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 53 / printed 41, dialogue from the absence of jewels through the natural-flowers suggestion and borrowing proposal. SYL PDF 3–4; MS PDF 8. Current-edition equivalence remains pending.