# Paper 12 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-PAPER12
**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 12 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:** (a) A reader may approach the subject through a different term.

**Reasoning:** An index connects a reader's likely enquiry with the relevant material.

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

**Evidence or rule:** Original Paper 12 index passage, paragraph 1.

**1(II)** [1 mark]

**Model answer:** Separating different aspects or types of treatment through appropriate entries or subentries.

**Reasoning:** Accept distinguishing passing mentions from sustained discussion in the index.

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

**Evidence or rule:** Original Paper 12 index passage, paragraph 2.

**1(III)** [1 mark]
**Model answer:** specialist
**Reasoning:** It contrasts with a beginner using everyday vocabulary.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 index passage, paragraph 3.

**1(IV)** [2 marks]
**Model answer:** Different expressions can lead readers towards the same subject, so cross-references can connect them. Conversely, bank can name different subjects, requiring separate explanations so that the shared spelling does not send readers along the wrong route.
**Reasoning:** Synonym-like search routes and homonymous forms create opposite organisational tasks.
**Marking points:** 1 mark: Different expressions can address one subject; 1 mark: Identical words can refer to different subjects and need separation.
**Evidence or rule:** Original Paper 12 index passage, paragraph 3.

**1(V)** [1 mark]
**Model answer:** (c) Later layout changes can move the relevant material.
**Reasoning:** Adding material can make an earlier number inaccurate.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 index passage, paragraph 4.

**1(VI)** [1 mark]
**Model answer:** False
**Reasoning:** The route can lead to the wrong place or fail to address the reader's question.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 index passage, paragraphs 2 and 4.

**1(VII)** [1 mark]
**Model answer:** (b) Let unfamiliar readers try searches for their own questions.
**Reasoning:** Such readers can expose assumptions hidden from the makers.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 index passage, paragraph 5.

**1(VIII)** [2 marks]
**Model answer:** An index supplies routes to relevant material, but readers may discover connections and continue in unpredicted directions. Its purpose is to reduce avoidable barriers to finding, not to prescribe every question or determine the reading sequence.
**Reasoning:** Access and reader agency coexist.
**Marking points:** 1 mark: Index supplies useful routes; 1 mark: Readers can pursue new connections beyond the indexer's prediction.
**Evidence or rule:** Original Paper 12 index passage, paragraph 5.

## Question 2 Case based reading

**2(I)** [1 mark]
**Model answer:** 28 members
**Reasoning:** 20 + 8 = 28.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 ranked-activity case, table.

**2(II)** [1 mark]
**Model answer:** (d) A
**Reasoning:** First counts are A 28, B 15 and C 17; the rule requires the largest count, not an absolute majority.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 ranked-activity case, paragraph 2 and table.

**2(III)** [1 mark]
**Model answer:** 17 members
**Reasoning:** 10 + 7 = 17.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 ranked-activity case, table.

**2(IV)** [1 mark]

**Model answer:** (b) A and B equally.

**Reasoning:** First and second positions each receive one support point under this local rule.

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

**Evidence or rule:** Original Paper 12 ranked-activity case, paragraph 2 and table.

**2(V)** [2 marks]

**Model answer:** Rule One chooses the largest first-choice count, not a count above half the membership. A has twenty-eight of sixty first choices, fewer than the thirty-one needed for more than half, but still exceeds the other activities' individual totals.

**Reasoning:** A largest share can remain below an absolute majority.

**Marking points:** 1 mark: Rule selects largest count rather than majority; 1 mark: 28/60 is below more-than-half while exceeding 15 and 17.

**Evidence or rule:** Original Paper 12 ranked-activity case, paragraph 2 and table.

**2(VI)** [1 mark]

**Model answer:** 42 support points

**Reasoning:** 20 + 15 + 7 = 42. These are one point from each supporting member, not 42 first choices.

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

**Evidence or rule:** Original Paper 12 ranked-activity case, table and Rule Two.

**2(VII)** [1 mark]

**Model answer:** B

**Reasoning:** Support totals: A 38, B 42, C 40.

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

**Evidence or rule:** Original Paper 12 ranked-activity case, table and Rule Two.

**2(VIII)** [1 mark]
**Model answer:** A
**Reasoning:** Each member ranks all three once, so A occupies the omitted position.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 ranked-activity case, paragraph 1 and table.

**2(IX)** [1 mark]
**Model answer:** (c) The winning activity can be held with the available equipment.
**Reasoning:** Preference data alone do not supply practical feasibility information.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Original Paper 12 ranked-activity case, paragraph 3.

## Question 3 Grammar

**3(I)** [1 mark]
**Model answer:** (d) was about to
**Reasoning:** Was about to marks an imminent intended action before the interrupting past event.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: was about to for interrupted imminence in a past narrative.

**3(II)** [1 mark]
**Model answer:** tell
**Reasoning:** Hereby marks the utterance itself as the act of informing, conventionally using simple present.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** Grammar rule: simple present in an explicitly performative statement.

**3(III)** [1 mark]

**Model answer:** (a) any

**Reasoning:** Any in this affirmative permission offers a free choice of one item; every would demand the whole set.

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

**Evidence or rule:** Grammar rule: affirmative any for unrestricted choice.

**3(IV)** [1 mark]

**Model answer:** is

**Reasoning:** The question explicitly construes the collective noun as one body, supported by unanimous and its.

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

**Evidence or rule:** Grammar rule: collective noun viewed as a single unit.

**3(V)** [1 mark]

**Model answer:** should begin.

**Reasoning:** A collective let us suggestion can become suggested that we should begin. Accept begin in the mandative form if supplied as an equivalent complete clause.

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

**Evidence or rule:** Grammar rule: let us as an inclusive suggestion in reported speech.

**3(VI)** [1 mark]

**Model answer:** (b) dare not

**Reasoning:** Dare not expresses lack of courage to act. Must not prohibits, need not removes necessity and will not typically expresses refusal in this contrast. Modal dare not takes a bare infinitive.

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

**Evidence or rule:** Grammar rule: modal dare not plus bare infinitive.

**3(VII)** [1 mark]

**Model answer:** was → were

**Reasoning:** The subject results remains plural; the contrasting parenthetical phrase does not replace it with method.

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

**Evidence or rule:** Grammar rule: agreement with the positive head rather than a contrastive not-phrase.

**3(VIII)** [1 mark]

**Model answer:** much → many

**Reasoning:** Chairs are plural countable items; too many expresses excess in their number.

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

**Evidence or rule:** Grammar rule: too many plus plural count noun.

**3(IX)** [1 mark]

**Model answer:** (b) half of

**Reasoning:** Half of can quantify the specified time phrase; the other phrases do not fit this uncountable possessive expression.

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

**Evidence or rule:** Grammar rule: half of before a possessive noun phrase.

**3(X)** [1 mark]

**Model answer:** whether I preferred tea or coffee.

**Reasoning:** Whether introduces the reported choice; retain or and both alternatives, with statement word order and conventional backshift.

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

**Evidence or rule:** Grammar rule: whether plus an alternative question with or.

**3(XI)** [1 mark]

**Model answer:** will have been

**Reasoning:** Future perfect be expresses the duration of a continuing state at a future point; a progressive been being is not appropriate for membership.

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

**Evidence or rule:** Grammar rule: future perfect of a continuing state.

**3(XII)** [1 mark]

**Model answer:** he would help Maya if she needed him.

**Reasoning:** I and me refer to Ram; she continues to refer to Maya. Conventional backshift changes will to would and needs to needed without transferring the condition to Sita.

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

**Evidence or rule:** Grammar rule: reported pronoun reference across distinct speaker, listener and third person.

## Question 4 Formal letters

**4(A)** [5 marks]

**Model answer:** Library Club
Stonebridge School
Palashpur
4 November 2026
The Principal
Stonebridge School
Palashpur
Subject: An index for the local-history booklet
Sir/Madam,
I request permission for the Library Club to prepare an index for the school's local-history booklet. Readers currently have to search through whole chapters to find particular places or activities. We propose selecting substantial discussions, adding cross-references for familiar alternative names and separating different meanings of the same word. The index would be checked only after the booklet's page layout is final. Before circulation, pupils unfamiliar with the text could try a few searches and report where they become confused. A teacher should review the entries and page references so that the list does not appear more reliable than it is. Kindly advise whether this can become our next supervised library project.

Yours faithfully,
Mira

**Reasoning:** Proposal concerns a navigational aid and a specific verification process.

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

**Evidence or rule:** Original Paper 12 writing task; official MS PDF 4–5.

**4(B)** [5 marks]

**Model answer:** 9 Palm Enclave
Palashpur
4 November 2026
The Customer Services Manager
Readwell Subscriptions
Subject: Confirmation of changed delivery address
Sir/Madam,
I requested a change of delivery address for subscription RW 120 earlier this month, but the latest dispatch message still shows my former address. Please check whether the request has been processed and confirm the address now held in your records. The correct delivery address is given at the top of this letter. Kindly state the issue from which the change will take effect and advise what should happen to any copy already dispatched elsewhere. I can provide the earlier acknowledgement if it will help trace the request. Please also explain whether any further form or identification is required. A written confirmation will allow us to avoid repeated enquiries and make arrangements for the next delivery.

Yours faithfully,
Arjun

**Reasoning:** Service request asks for records reconciliation without assuming a dispatch can be recalled.

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

**Evidence or rule:** Original Paper 12 writing task; official MS PDF 4–5.

## Question 5 Analytical paragraphs

**5(A)** [5 marks]

**Model answer:** None of the three drafts meets every stated requirement. A provides the day, time and room, but merely tells readers to attend; it does not give a response deadline. B asks for confirmation and supplies the day and time, but omits the place and a reply deadline. C identifies Monday and Room Four and asks for a reply by Friday, yet leaves out the meeting time. The editor should combine verified details rather than guess what is missing. Friday's exact date and the method of replying should also be clarified to prevent avoidable confusion. A complete notice needs an actionable instruction as well as enough information to locate the meeting.

**Reasoning:** Identify omissions under the given checklist; do not assert an unsupplied calendar date or response channel.

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

**Evidence or rule:** Original Paper 12 notice table.

**5(B)** [5 marks]

**Model answer:** The records describe two stages, not two separate groups of books. All eighty returned books receive a quick check, and twelve of those also receive a detailed check because they are damaged. Adding the stages gives ninety-two checking actions, but still only eighty distinct books. Twelve out of eighty, or fifteen per cent, required the detailed stage. The figures do not establish how long either check took, how severe the damage was or who caused it. They also do not prove that every defect was found. The report should distinguish books from actions and identify the second stage as a subset, so that readers do not mistake extra work on one book for another return.

**Reasoning:** 80 distinct books; 92 stage actions;12/80×100=15%. Second stage is nested within the first.

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

**Evidence or rule:** Original Paper 12 nested inspection cues.

## Question 6 Prose and drama extracts

**6(A)(I)** [1 mark]

**Model answer:** (b) Mysore and Mangalore.

**Reasoning:** Use the two named places rather than another chapter's setting.

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

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 6 / printed 68.

**6(A)(II)** [1 mark]

**Model answer:** Rolling hills.

**Reasoning:** The wording explicitly describes the landform.

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

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 6 / printed 68.

**6(A)(III)** [1 mark]

**Model answer:** Related to war or military life.

**Reasoning:** The textbook gloss gives this sense; it is not marital.

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

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 6 / printed 68.

**6(A)(IV)** [2 marks]

**Model answer:** The image presents the landscape with extravagant admiration, as though its beauty belongs to an ideal realm beyond ordinary geography. It establishes an inviting tone while remaining figurative praise, not an account of how the hills physically came into existence.

**Reasoning:** Do not convert the hyperbolic image into a geological or religious claim.

**Marking points:** 1 mark: Idealised beauty through a heaven image; 1 mark: Figurative admiration shapes tone rather than supplying literal origins.

**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 6 / printed 68.

**6(B)(I)** [1 mark]
**Model answer:** Books
**Reasoning:** The stage context identifies the objects they are holding to their ears.
**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 81 / printed 69.

**6(B)(II)** [1 mark]
**Model answer:** (c) Oop's.
**Reasoning:** Oop challenges the assumed sound rather than adjusting a frequency or hearing ability.
**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 81 / printed 69.

**6(B)(III)** [2 marks]
**Model answer:** Omega and Iota retain the assumption that something can be heard, blaming frequency or their ears. Oop considers that the objects may not make sound at all, shifting attention from the failed method to its possibly mistaken starting assumption.
**Reasoning:** Do not claim Oop already understands written language completely.
**Marking points:** 1 mark: Others explain failure within a sound model; 1 mark: Oop questions whether sound is present in the first place.
**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 81 / printed 69.

**6(B)(IV)** [1 mark]
**Model answer:** Perhaps
**Reasoning:** It qualifies her proposed explanation.
**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 81 / printed 69.

## Question 7 Poetry extracts

**7(A)(I)** [1 mark]
**Model answer:** Amanda
**Reasoning:** Her name recurs in the address.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

**7(A)(II)** [1 mark]
**Model answer:** (d) always
**Reasoning:** Always converts a present judgement into a broad characterisation.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

**7(A)(III)** [1 mark]
**Model answer:** Sulking
**Reasoning:** This is the speaker's label; the question does not endorse its accuracy.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62.

**7(A)(IV)** [2 marks]
**Model answer:** The speaker has repeatedly corrected and instructed Amanda, yet now expresses concern that others might interpret this as nagging. The denial invites readers to compare the speaker's self-presentation with the controlling pattern they have just heard throughout the poem.
**Reasoning:** Ground irony in the poem's pattern; do not infer the speaker's gender as a verified fact.
**Marking points:** 1 mark: Prior repeated corrections identified; 1 mark: Concern about appearing to nag conflicts with that demonstrated behaviour.
**Evidence or rule:** FIRST_FLIGHT/jeff104.pdf, PDF 15 / printed 62. Repeated commands: PDF 14 / printed 61.

**7(B)(I)** [1 mark]
**Model answer:** Leaves and lichen.
**Reasoning:** Both are directly named.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

**7(B)(II)** [1 mark]
**Model answer:** (a) smell and an audible human expression.
**Reasoning:** The simile lets a smell seem communicative through another sense.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

**7(B)(III)** [1 mark]
**Model answer:** Into the rooms.
**Reasoning:** The final phrase specifies its destination.
**Marking points:** 1 mark: Correct response; accept an accurate equivalent where appropriate.
**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

**7(B)(IV)** [2 marks]
**Model answer:** Leaves and lichen remain perceptible through their smell, which reaches into the rooms even as the trees move out. Comparing it with a voice makes this trace seem communicative, connecting the speaker's interior space with the departing trees.
**Reasoning:** A smell is compared to a voice; no literal speech by a named tree is asserted.
**Marking points:** 1 mark: Smell reaches the rooms during departure; 1 mark: Voice simile makes that trace a continuing connection across the boundary.
**Evidence or rule:** FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

## Question 8 First Flight short answers

**8(I)** [3 marks]
**Model answer:** The exchange asks people to recognise a shared political future through a song associated with others. Their incomplete knowledge of the words shows that reconciliation is beginning rather than already effortless. Learning the words becomes a small practical image of a larger change in relations.
**Reasoning:** Do not assert a current national-anthem policy; answer about the ceremony as narrated.
**Marking points:** 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
**Evidence or rule:** FIRST_FLIGHT/jeff102.pdf, PDF 4 / printed 19.

**8(II)** [3 marks]

**Model answer:** While passengers shout and Maxwell's hurried pursuit becomes chaotic, the air hostess speaks calmly and suggests that he return to his seat while she finds the animal. Her composed offer introduces practical assistance into the confusion. Maxwell's grateful account values her tact as well as her willingness to help.

**Reasoning:** Mij returns to Maxwell himself; do not falsely say the hostess captures him.

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

**Evidence or rule:** FIRST_FLIGHT/jeff106.pdf, PDF 7 / printed 86.

**8(III)** [3 marks]

**Model answer:** She listens carefully to neighbours and regular passengers and asks discreet questions, gathering details of distance, fare and travel time. She then combines these small facts into a possible outward and return journey. Ordinary conversation becomes material for a plan through her sustained attention and calculation.

**Reasoning:** Do not repeat the text's tentative planned return time as the actual final arrival.

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

**Evidence or rule:** FIRST_FLIGHT/jeff107.pdf, PDF 3 / printed 96.

**8(IV)** [3 marks]

**Model answer:** Ink and Blink form one rhyming pair, while Mustard and Custard form another. The names make the household easy to hear as a patterned, playful group rather than a solemn heroic company. They also supply convenient sound links within the poem's storytelling movement.

**Reasoning:** Analyse the audible pattern without inventing a symbolic biography for each animal.

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

**Evidence or rule:** FIRST_FLIGHT/jeff107.pdf, PDF 14 / printed 107.

**8(V)** [3 marks]

**Model answer:** The poem considers destruction of the world within only nine short lines. Its compact movement can accommodate two possibilities without building an elaborate disaster scene. That disproportion between enormous subject and brief treatment makes the argument pointed and memorable rather than a detailed prediction of catastrophe.

**Reasoning:** Discuss the observable form and its effect without treating either imagined ending as a scientific forecast.

**Marking points:** 2 marks: Accurate text-supported content; 1 mark: Clear expression.

**Evidence or rule:** FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15.

## Question 9 Footprints Without Feet short answers

**9(I)** [3 marks]

**Model answer:** The dress is a washed hand-me-down that no longer fits Champa, not a new garment made specially for Bholi. Against the earlier lack of attention to washing and mending her clothes, this modest care seems unusual. It helps her imagine school as a better place than home.

**Reasoning:** Do not call the garment newly purchased.

**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:** Ebright has the initial idea while considering the photographs, but he and Wong spend the night drawing and building models, then write the explanatory paper together. The account links individual insight with collaborative development and communication rather than attributing every stage to one isolated person.

**Reasoning:** Do not erase Ebright's contribution or invent a separate discovery by Wong.

**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.

**9(III)** [3 marks]

**Model answer:** He feels bitter because another thief has deceived him, although his own way of life depends on taking other people's property. His resentment expects loyalty within an activity that already violates trust. The irony exposes a selective moral expectation rather than proving that he never commits wrongdoing.

**Reasoning:** His anger does not establish that his own burglary was justified.

**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 36 / printed 24.

## Question 10 First Flight long answers

**10(A)** [6 marks]

**Model answer:** Amanda imagines other identities and spaces when an adult repeatedly regulates her habits and attention. Her response takes place inwardly, creating a freedom the commanding voice does not recognise. Anne, by contrast, works within the assigned punishment essay and turns it into an argument, later using a comic poem with Sanne's help. Her words can reach the teacher and alter the classroom relationship. Both texts give a young person more than passive obedience, but their forms differ: one places an imagined alternative beside commands, while the other makes the required written task a vehicle for reply. The comparison should not assume that both situations have the same outcome.

**Reasoning:** Amanda's thoughts are not spoken as a successful negotiation; Anne's response has a narrated classroom effect.

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

**Evidence or rule:** FIRST_FLIGHT/jeff104.pdf, PDF 5–7,14–15 / printed 52–54,61–62.

**10(B)** [6 marks]

**Model answer:** Chubukov welcomes the marriage proposal, yet joins the dispute over Oxen Meadows with claims and personal insults of his own. His participation increases conflict rather than calmly settling the disagreement. When Natalya wants Lomov back, he fetches him while complaining about the burden of managing the situation. Finally, after the apparent collapse, he pushes the pair towards consent and a kiss, eager to end his own anxiety. These changes make him an active force in the comedy, not a detached referee. He wants the practical result of marriage without consistently controlling the pride and aggression that obstruct it. The continuing dog quarrel shows that his hurried agreement has not created lasting harmony.

**Reasoning:** Do not claim a completed legal wedding ceremony or diagnose the collapse. Analyse the father's words and stage actions.

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

**Evidence or rule:** FIRST_FLIGHT/jeff109.pdf, PDF 9–11, 13–15 / printed 128–130,132–134.

## Question 11 Footprints Without Feet long answers

**11(A)** [6 marks]

**Model answer:** In The Midnight Visitor, Fowler and the reader do not immediately know that the balcony is invented. The final explanation makes them reconsider Max's apparent escape and recognise Ausable's resourcefulness. In The Book That Saved the Earth, the audience can see a familiar book while the Martians misidentify it, so much of the comedy depends on knowing more than the characters. One narrative delays a crucial fact; the play repeatedly displays a gap in understanding. Both make knowledge important to the effect of an event, but suspense and retrospective surprise differ from watching an error unfold in plain sight. Their readers or viewers are therefore placed in different positions of awareness.

**Reasoning:** Do not suggest the audience believes Mother Goose is military code.

**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 26–29 / printed 14–17; PDF 79–84 / printed 67–72.

**11(B)** [6 marks]

**Model answer:** The opening tells us that Sulekha has been called Bholi, the simpleton, by others since childhood. That label gathers the low expectations and dismissive treatment through which people have viewed her. Near the end, the return of Sulekha accompanies a person who speaks clearly, rejects an unjust demand and imagines purposeful work. The change in naming invites readers to see beyond the imposed judgement rather than accept it as her whole identity. It does not require a claim that every difficulty has disappeared. The narrative's choice of name helps mark the difference between what others assumed she could be and the agency she now demonstrates for herself.

**Reasoning:** Indicative interpretation supported by opening and closing naming; accept defensible alternatives.

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

**Evidence or rule:** Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 66 and 73 / chapter opening and printed 61; discussion PDF 74 / printed 62.