Paper 09 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-PAPER09
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 09 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) Preparing a reply to a claim the other person has not made.

Reasoning: Silence alone does not establish engagement with the actual argument.

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

Evidence or rule: Original Paper 09 listening passage, paragraph 1.

1(II) [1 mark]

Model answer: Describe the other person’s position in terms that the person would recognise.

Reasoning: An accurate recognisable description is the proposed check.

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

Evidence or rule: Original Paper 09 listening passage, paragraph 1.

1(III) [1 mark]
Model answer: surrender
Reasoning: The writer says that a question may wrongly be seen as surrender.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 09 listening passage, paragraph 2.

1(IV) [2 marks]
Model answer: Understanding helps participants address what is actually proposed, whereas agreement is only one possible outcome. A person can accurately grasp a position and still reject it, so checking or correcting a description need not count as abandoning an objection.
Reasoning: Distinguish the discussion process from an optional result.
Marking points: 1 mark: Accurate understanding can coexist with rejection; 1 mark: Checking meaning therefore need not signal surrender.
Evidence or rule: Original Paper 09 listening passage, paragraph 2.

1(V) [1 mark]
Model answer: (c) Transport becomes an issue to examine instead of alleged lack of commitment.
Reasoning: A precise concern replaces a broader attributed position.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 09 listening passage, paragraph 3.

1(VI) [1 mark]
Model answer: False
Reasoning: The passage explicitly limits the aim to sufficient shared understanding for the issue.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 09 listening passage, paragraph 4.

1(VII) [1 mark]

Model answer: (b) Explain which travel arrangement needs attention.

Reasoning: The practical condition can be discussed without demanding all private reasons.

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

Evidence or rule: Original Paper 09 listening passage, paragraph 5.

1(VIII) [2 marks]

Model answer: A reasoned account shows which concerns were considered and how the group reached its conclusion. The member may still disagree, but can assess the process rather than guess whether the objection was ignored or misunderstood during the discussion.

Reasoning: Accountability does not require agreement with the outcome.

Marking points: 1 mark: Reasons reveal consideration and route to decision; 1 mark: Dissenting member can assess the process without agreeing.

Evidence or rule: Original Paper 09 listening passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]

Model answer: 36 books

Reasoning: 40 + 8 − 12 = 36 books.

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

Evidence or rule: Original Paper 09 book-exchange case, table and paragraph 1.

2(II) [1 mark]

Model answer: (b) 36 books.

Reasoning: Monday closes at 36, which becomes Tuesday's opening.

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

Evidence or rule: Original Paper 09 book-exchange case, paragraph 1 and table.

2(III) [1 mark]
Model answer: Wednesday
Reasoning: 12 − 7 = 5; Friday's surplus is only 1. Other days have outflows exceeding donations.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 09 book-exchange case, table.

2(IV) [1 mark]
Model answer: (a) 40 + 35 − 45
Reasoning: Donations total 35 and borrowings total 45.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 09 book-exchange case, table.

2(V) [2 marks]
Model answer: The record counts books in borrowing transactions, not unique people. One pupil may borrow more than once or take several books, and identities were not recorded, so the number of transactions cannot establish the number of distinct borrowers.
Reasoning: Use the difference between transaction count and individual identity.
Marking points: 1 mark: A person may account for multiple transactions; 1 mark: Without identities the unique pupil count cannot be established.
Evidence or rule: Original Paper 09 book-exchange case, paragraph 2.

2(VI) [1 mark]
Model answer: 30 books
Reasoning: 40 + 35 − 45 = 30 books. Sequential closing stocks are 36, 32, 37, 29, 30.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 09 book-exchange case, table.

2(VII) [1 mark]
Model answer: 29 books
Reasoning: Thursday closes at 37 + 3 − 11 = 29, the lowest daily close.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 09 book-exchange case, table.

2(VIII) [1 mark]

Model answer: Whether the books were finished, enjoyed or useful for a lesson.

Reasoning: Any one explicitly unmeasured reading outcome is acceptable.

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

Evidence or rule: Original Paper 09 book-exchange case, paragraph 3.

2(IX) [1 mark]

Model answer: (c) A unique pupil identifier attached to each borrowing.

Reasoning: Distinct identities allow repeated transactions by one person to be recognised.

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

Evidence or rule: Original Paper 09 book-exchange case, paragraph 2.

Question 3 Grammar

3(I) [1 mark]

Model answer: (a) are being

Reasoning: Be can take a progressive form for current behaviour rather than a permanent characteristic.

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

Evidence or rule: Grammar rule: progressive be for temporary behaviour.

3(II) [1 mark]

Model answer: will have been finished

Reasoning: Future perfect marks completion before the future deadline; passive voice makes repairs the affected subject.

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

Evidence or rule: Grammar rule: future perfect passive construction.

3(III) [1 mark]

Model answer: (d) whole

Reasoning: Whole follows the article in the whole morning. All would require all the morning; every and each do not follow the in this construction.

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

Evidence or rule: Grammar rule: the whole plus singular noun versus all the plus noun.

3(IV) [1 mark]

Model answer: are → is

Reasoning: The subject is the singular expression the word “shoes”, referring to a word as an item of language. The plural meaning of shoes does not change that head.

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

Evidence or rule: Grammar rule: agreement with a metalinguistic singular head.

3(V) [1 mark]

Model answer: never to fold those pages.

Reasoning: A negative imperative becomes never/not to plus the base verb. Those supplies the specified demonstrative shift.

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

Evidence or rule: Grammar rule: never to in a reported prohibition.

3(VI) [1 mark]

Model answer: (c) cannot have

Reasoning: Cannot have plus a past participle expresses a negative deduction about a past event. The stated location rules out attendance in person, rather than merely forbidding it.

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

Evidence or rule: Grammar rule: cannot have plus past participle for negative past deduction.

3(VII) [1 mark]
Model answer: is
Reasoning: The whole nominal what-clause functions as one subject; the later plural noun does not govern agreement.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: nominal what-clause as singular subject.

3(VIII) [1 mark]
Model answer: less → fewer
Reasoning: Cards are separate countable objects. Formal comparative usage uses fewer with a plural count noun, while less normally modifies an uncountable quantity.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: fewer with a plural count noun.

3(IX) [1 mark]
Model answer: (c) any
Reasoning: Any combines with uncountable delay under the negative cannot.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: any with a non-count negative expression.

3(X) [1 mark]
Model answer: told → said
Reasoning: Tell normally requires a recipient object in this construction. Said introduces the that-clause without one; adding an invented recipient is unnecessary.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: say that versus tell someone that.

3(XI) [1 mark]
Model answer: does not need
Reasoning: Need is a lexical verb here, so use does not followed by base need. The context denies a present requirement.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: lexical need with do-support in a negative statement.

3(XII) [1 mark]

Model answer: she had locked the door before the rain began.

Reasoning: The past perfect had locked normally remains past perfect in reported speech; do not add another auxiliary or change it into a passive. The time clause already locates the rain relative to that earlier locking.

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

Evidence or rule: Grammar rule: no further backshift of past perfect.

Question 4 Formal letters

4(A) [5 marks]

Model answer: 8 Willow Street
Nandipur
4 November 2026
The Manager
Town Hall
Nandipur
Subject: Request for booking terms
Sir/Madam,
Our school reading group is considering Town Hall for an afternoon event next month. Before we recommend a booking, please send a written statement of the hire charges and the period covered by them. Kindly explain whether a deposit is required, when the balance would be payable and what cancellation conditions apply. We would also appreciate information about step-free entry, accessible seating and any arrangements that need advance notice. Please identify any restrictions on using our own display boards and microphones. We have not yet confirmed a date or committed the school to a payment. Your reply will help our teacher compare the available arrangements and seek the necessary approval.

Yours faithfully,
Sana

Reasoning: Enquiry seeks terms without inventing them.

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

Evidence or rule: Original Paper 09 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Language Club
Pine School
Nandipur
4 November 2026
The Principal
Pine School
Nandipur
Subject: Trial procedure for shared dictionaries
Sir/Madam,
I request permission to trial a clear borrowing procedure for the dictionaries shared by our classes. At present, informal requests sometimes overlap, and a class may arrive expecting books that another group is already using. A weekly reservation sheet could show the period, number required and responsible teacher. Unreserved copies could remain available for short individual reference. To avoid allowing one class to reserve every useful period, we suggest an agreed limit and a method for recording urgent exceptions. The club could collect feedback after three weeks and report any difficulties before a permanent procedure is considered. Kindly nominate a teacher to supervise the trial and advise us on suitable conditions.

Yours faithfully,
Kabir

Reasoning: Proposal addresses shared allocation rather than implying an approved permanent policy.

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

Evidence or rule: Original Paper 09 writing task; official MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: The project can finish after six days, rather than the nine obtained by adding every task's duration. A takes the first two days, after which separate teams can work on B and C simultaneously. B then needs three days, but C needs four, so the project waits for C. Reducing B by one day would not bring the final completion forward because C would still finish later. Reducing A or C by one day would shorten the project to five days, under the stated assumptions. This comparison shows why task dependencies and parallel working matter alongside individual durations. The conclusion assumes no additional delay between tasks and no shared staffing constraint.

Reasoning: 2 + max(3,4) = 6 days. Shortening A or C gives 5; shortening B alone leaves 6. Separate teams permit parallel working.

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

Evidence or rule: Original Paper 09 task-dependency table.

5(B) [5 marks]

Model answer: The two request totals add to seventy, which exceeds the club's sixty members because fifteen people appear in both groups. Subtracting that overlap once gives fifty-five distinct members requesting at least one session. Five members therefore requested neither. Twenty-five requested storytelling alone, while fifteen requested debate alone and fifteen requested both. Storytelling has the larger total demand, but the figures do not imply that its supporters reject debate. They also do not establish whether the club can run both sessions or when members can attend. The committee should use the distinct-member count when describing participation and gather scheduling information before converting these preferences into a programme.

Reasoning: 40 + 30 − 15 = 55; 60 − 55 = 5; storytelling only 25, debate only 15.

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

Evidence or rule: Original Paper 09 overlapping membership cues.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]

Model answer: (d) the enduring collective harm caused by apartheid.

Reasoning: The country and people bear social and historical injury.

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

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

6(A)(II) [1 mark]

Model answer: profound

Reasoning: The adjective describes the hurt.

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

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

6(A)(III) [1 mark]

Model answer: if not generations

Reasoning: Generations implies a succession of people rather than a short ceremonial moment.

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

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

6(A)(IV) [2 marks]

Model answer: The political change is real, but Mandela says its inherited hurt may require years or generations of recovery. The ceremony marks a new order without making the social and personal consequences of the previous system disappear at once.

Reasoning: Separate institutional transition from the timescale of recovery.

Marking points: 1 mark: New political order is acknowledged; 1 mark: Lasting collective harm requires recovery beyond the ceremony.

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

6(B)(I) [1 mark]
Model answer: Bholi
Reasoning: The narrative explicitly locates her listening in the courtyard.
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 71 / printed 59.

6(B)(II) [1 mark]
Model answer: (b) the mother's dismissive view of Bholi's ability to respond.
Reasoning: This is a character's degrading judgement, not the narrative's verified fact.
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 71 / printed 59.

6(B)(III) [2 marks]
Model answer: The parents discuss her as though her opinion cannot matter, while the reader learns that she is awake and attentive. This contrast exposes their limited understanding and gives her an awareness that they fail to recognise within the conversation.
Reasoning: Do not confuse silence with absence of thought or consent.
Marking points: 1 mark: Parents dismiss her capacity/opinion; 1 mark: Reader knows she listens, undermining their assumption.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 71 / printed 59.

6(B)(IV) [1 mark]
Model answer: He speaks in a low, indistinct voice.
Reasoning: Accept a low or not clearly articulated utterance; shouting contradicts the word.
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 71 / printed 59.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: Mustard
Reasoning: The opening two lines identify him.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 16 / printed 109.

7(A)(II) [1 mark]
Model answer: (b) conditional claims about what would have happened.
Reasoning: Would have and if frame an unrealised alternative.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 16 / printed 109.

7(A)(III) [1 mark]
Model answer: Blink and think
Reasoning: The question specifies the end words of the third and fourth lines.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 16 / printed 109.

7(A)(IV) [2 marks]
Model answer: Custard has defeated the danger, yet the others reclaim superiority through imaginary versions of their bravery. His agreement allows the familiar hierarchy of talk to return, so the achievement does not permanently reverse how they describe themselves.
Reasoning: Interpret the return of verbal hierarchy; do not deny the actual rescue.
Marking points: 1 mark: Others reclaim superiority through conditional boasts; 1 mark: Custard agrees and familiar descriptions resume despite his action.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 16 / printed 109. Earlier action: PDF 15 / printed 108.

7(B)(I) [1 mark]
Model answer: A mermaid
Reasoning: The third line names the imagined identity.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(B)(II) [1 mark]
Model answer: (d) sole inhabitant
Reasoning: Sole inhabitant specifies that no one else inhabits it.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(B)(III) [1 mark]
Model answer: drifting
Reasoning: Its context contrasts with repeated commands and tasks.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(B)(IV) [2 marks]
Model answer: The languid sea and blissful drifting imagine an unhurried space in which Amanda is alone and does not have to answer instructions. This inward movement offers a contrast to the surrounding demands that monitor her posture, habits and unfinished tasks.
Reasoning: The speaker's fantasy is not an actual excursion.
Marking points: 1 mark: Slow solitary movement in the fantasy; 1 mark: Contrast with the surrounding corrective commands.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

Question 8 First Flight short answers

8(I) [3 marks]

Model answer: The compass spins and the radio stops giving him contact with Paris Control, removing aids that normally support direction and communication. He becomes dependent on the visible lead of the strange aeroplane. The change makes his progress precarious without establishing the other pilot's identity.

Reasoning: Do not invent a verified identity for the rescuer.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 8–9 / printed 39–40.

8(II) [3 marks]

Model answer: The account contrasts heavy monsoon rain, when visitors stay away, with pleasant weather from September to March. This makes the region's appeal seasonal rather than an unchanging postcard. The recommendation connects climate with the visitor's likely experience of the landscape and outdoor activities.

Reasoning: Use the textbook's description, not a current weather forecast.

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

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

8(III) [3 marks]

Model answer: She seeks a medicine that will revive her dead child, treating death as though it were an illness that another household might remedy. The later search confronts her with the shared reality of loss. Her understanding changes because the original request cannot meet that reality.

Reasoning: Respect the narrative's movement from individual demand to recognition of mortality.

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

Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 2–3 / printed 112–113.

8(IV) [3 marks]

Model answer: Maxwell considers Camusfearna suitable because water surrounds it close to the house. The location therefore helps motivate his unusual choice of pet before Mijbil arrives. This practical detail connects the intended home with the animal's needs rather than presenting the decision as a wish without circumstances.

Reasoning: The opening supplies an environmental reason for the proposed experiment. It is not a claim that the later narrative proves every aspect of pet care adequate.

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

Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 3 / printed 82.

8(V) [3 marks]

Model answer: The roots must disengage themselves from cracks in the veranda floor, and the other parts of the trees also strain towards release. This sustained activity gives escape resistance and duration. The imaginative transformation is therefore presented through physical work rather than a simple unexplained change of location.

Reasoning: Allow a supported symbolic interpretation, but ground it in the effort described.

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

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

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: The train offers a clear route away, but he hesitates and remains behind. That missed departure interrupts the theft's practical success before the money is restored. It creates time for him to consider the education and relationship he would lose by completing the escape.

Reasoning: Do not claim he is physically prevented from boarding.

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 23–24 / printed 11–12.

9(II) [3 marks]

Model answer: Max believes he is moving to a temporary hiding place, but the final revelation removes the physical support his escape depends on. What appeared to him a cautious retreat is exposed as a trap created through belief. The reader retrospectively reinterprets the movement through the window.

Reasoning: The text does not provide a later medical or police report about Max.

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 28–29 / printed 16–17.

9(III) [3 marks]

Model answer: The money makes his respectable lodging possible, but the reader knows its dishonest source. His comfort therefore cannot be separated from the earlier theft. The detail links one apparently settled stage of his journey to the unlawful acts that finance and compromise it.

Reasoning: Do not turn paid lodging into proof of lawful means.

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.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: Anne compresses family movements, schooling and bereavement into a short background sketch before reaching the diary's present. Dates and selected events carry the reader across several years without narrating every day. The classroom account then slows down around particular assignments: she recalls a title, considers possible arguments and describes the developing exchange with Mr Keesing. This change of pace distinguishes contextual information from an incident whose process matters. Readers need enough history to understand the speaker, but the fuller classroom sequence lets them follow her inventive response as it develops. The diary therefore selects and shapes experience rather than giving every period of life an equal amount of space.

Reasoning: Assess selection and pace, not whether a diary is an exhaustive chronological record.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 4–7 / printed 51–54.

10(B) [6 marks]

Model answer: The baker's arrival is recalled through the sound of his bamboo staff, a familiar signal that draws children towards him. Such sounds give the recollection an immediate sensory quality rather than leaving the trade as a list of customs. The account also insists that bakers still exist and that their furnaces continue working. Memory is therefore joined to continuity: the narrator looks back to childhood while presenting bread making as a surviving part of communal life. The sound carries a remembered relationship between a household and its regular visitor. Nostalgia here does not require the claim that every detail of the past has remained unchanged in the present.

Reasoning: Connect sensory recall and explicit continuity; avoid a claim about every modern Goan household.

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

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

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Think-Tank asks the mirror to identify the most intellectually gifted being, framing the exchange so that praise is the expected answer. An offstage voice supplies it, but even the brief delay irritates him. Smacking the mirror and demanding quicker obedience makes the supposed confirmation look controlled rather than independent. He then admires his appearance and contrasts Martian heads with Earthlings' heads, treating size and attractiveness as signs of superiority. These actions establish vanity before his judgements about books begin. The audience has already seen how little room his authority leaves for an unwelcome answer, so his later certainty cannot be accepted simply because others address him respectfully.

Reasoning: The stage directions make flattery and impatience observable; the mirror does not independently establish intelligence.

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 76–77 / printed 64–65.

11(B) [6 marks]

Model answer: Horace's technical skill enables him to open the safe, but the woman persuades him to use it on terms that expose him. Believing her claim to be the owner, he removes his gloves and leaves fingerprints while helping her obtain the jewels. The later discovery that the real owner is an older woman overturns the authority he had accepted. His expertise with the mechanism does not equip him to judge the person directing his work. The ending therefore separates technical competence from sound judgement about a social encounter. The successful opening of the lock becomes part of the evidence against him rather than proof that his burglary has been safely completed.

Reasoning: Fingerprints and mistaken identity, not an invented confession or forensic device, explain the outcome.

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 35–37 / printed 23–25.