Paper 10 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-PAPER10
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 10 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) Stage choices decide how written words become visible and audible action.

Reasoning: Movement, timing and delivery add interpretative decisions without necessarily changing words.

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

Evidence or rule: Original Paper 10 rehearsal passage, paragraph 1.

1(II) [1 mark]

Model answer: Uncertainty, reluctance or careful thought.

Reasoning: Any one of the three possibilities is sufficient.

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

Evidence or rule: Original Paper 10 rehearsal passage, paragraph 2.

1(III) [1 mark]
Model answer: audibility
Reasoning: It names a practical requirement for communication.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 rehearsal passage, paragraph 3.

1(IV) [2 marks]
Model answer: The line is something they can report hearing, whereas a motive is an interpretation of how it is delivered in context. Separating the two allows the group to test a reading instead of mistaking an inference for an established fact.
Reasoning: Explain observation versus interpretation without denying interpretation a role.
Marking points: 1 mark: Words are observed while motives are inferred; 1 mark: Distinction allows an interpretation to be tested rather than assumed.
Evidence or rule: Original Paper 10 rehearsal passage, paragraph 2.

1(V) [1 mark]
Model answer: (a) A light reveals the speaker but hides a listener's important reaction.
Reasoning: The equipment directs attention away from a meaningful reaction.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 rehearsal passage, paragraph 4.

1(VI) [1 mark]
Model answer: False
Reasoning: It explicitly allows reasonable disagreement about unsettled motives.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 rehearsal passage, paragraph 5.

1(VII) [1 mark]
Model answer: (d) The delayed reply made the listener seem doubtful.
Reasoning: It names a moment and its perceived effect.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 rehearsal passage, paragraph 5.

1(VIII) [2 marks]
Model answer: Rehearsal lets a group try a delivery or movement without treating it as a final commitment. Observers can report its effects, and performers can revise choices that obscure a conflict or fail to communicate beyond the front row.
Reasoning: Link provisional choices, feedback and revision.
Marking points: 1 mark: Choice can be tried without final commitment; 1 mark: Its effects guide revision for meaning or communication.
Evidence or rule: Original Paper 10 rehearsal passage, paragraph 3.

Question 2 Case based reading

2(I) [1 mark]
Model answer: 66 requests
Reasoning: 12 + 18 + 20 + 16 = 66.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, table.

2(II) [1 mark]
Model answer: (c) Subtract the four visible counts from the overall total.
Reasoning: The total includes the hidden count, with no other missing component.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, paragraphs 1–2.

2(III) [1 mark]
Model answer: 3 requests
Reasoning: 69 − 66 = 3.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, table.

2(IV) [1 mark]
Model answer: (b) Group membership totals are missing.
Reasoning: A proportion requires the relevant group denominator.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, paragraph 2.

2(V) [2 marks]
Model answer: The overall total includes Group C, and every other component count is visible. Their sum leaves only one possible value for C, so the word withheld removes the direct display without preventing readers from recovering the number through subtraction.
Reasoning: Focus on arithmetic reconstruction, not a claim that names were printed.
Marking points: 1 mark: Total and all other components remain visible; 1 mark: Subtraction reconstructs the supposedly hidden count exactly.
Evidence or rule: Original Paper 10 withheld-count case, paragraphs 1–2.

2(VI) [1 mark]
Model answer: Yes
Reasoning: Three is below five; the classification is correct even though concealment fails.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, table and paragraph 1.

2(VII) [1 mark]
Model answer: D
Reasoning: Twenty exceeds the other visible counts.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, table.

2(VIII) [1 mark]
Model answer: The level of detail, or which totals and component counts are displayed together.
Reasoning: Either proposed design choice is acceptable; no particular legal rule is stated.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, paragraph 3.

2(IX) [1 mark]
Model answer: (d) Every method of withholding a small count is ineffective.
Reasoning: The passage limits its criticism to this particular design.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 10 withheld-count case, paragraph 3.

Question 3 Grammar

3(I) [1 mark]
Model answer: (c) wins
Reasoning: Headlines commonly use simple present for a recent completed event; the question explicitly selects that convention.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: simple present in a news headline.

3(II) [1 mark]
Model answer: have spoken
Reasoning: The first-time construction with is links experience up to now with present perfect; spoken is the participle.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: present perfect with this is the first time.

3(III) [1 mark]

Model answer: (a) Most of

Reasoning: Most of can quantify the specified plural set; every of and much of do not fit, and either is limited to a pair.

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

Evidence or rule: Grammar rule: most of before a demonstrative plural noun phrase.

3(IV) [1 mark]

Model answer: will → would

Reasoning: An unreal past condition uses if plus past perfect and would have plus a past participle for the imagined consequence. Will have would incorrectly present it as a future completion.

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

Evidence or rule: Grammar rule: third conditional would have plus past participle.

3(V) [1 mark]

Model answer: how long I had been waiting.

Reasoning: Use statement order after the wh-phrase and backshift present perfect continuous to past perfect continuous; change you to I.

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

Evidence or rule: Grammar rule: reported duration question with continuous perfect backshift.

3(VI) [1 mark]

Model answer: (b) need not have

Reasoning: Need not have plus a past participle says that an action was done although it was unnecessary. It does not deny that the microphone was brought.

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

Evidence or rule: Grammar rule: need not have for an unnecessary completed action.

3(VII) [1 mark]

Model answer: gone → been

Reasoning: Has been to describes completed visits with return; has gone to normally indicates that the person has not yet returned.

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

Evidence or rule: Grammar rule: been to versus gone to for completed visits.

3(VIII) [1 mark]

Model answer: large enough

Reasoning: Enough follows the adjective when it means sufficiently: not large enough. Its position differs from enough before a noun, as in enough space.

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

Evidence or rule: Grammar rule: enough follows the adjective it qualifies.

3(IX) [1 mark]

Model answer: (d) every

Reasoning: Every with singular method includes the whole set and supports exhausted alternatives.

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

Evidence or rule: Grammar rule: every plus singular count noun for exhaustive distribution.

3(X) [1 mark]

Model answer: know → knew

Reasoning: A wish about an unreal present situation uses a past form; knew does not locate the wish in past time here.

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

Evidence or rule: Grammar rule: past form for an unreal present wish.

3(XI) [1 mark]

Model answer: was always interrupting

Reasoning: Past continuous with always can express the speaker's annoyance about repeated behaviour in a past setting.

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

Evidence or rule: Grammar rule: past continuous with always for an irritating repeated habit.

3(XII) [1 mark]

Model answer: to carry the charts for me.

Reasoning: Offer plus to-infinitive preserves the communicative function; a literal reported yes/no question would miss the required transformation.

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

Evidence or rule: Grammar rule: offered to for a modal interrogative functioning as an offer.

Question 4 Formal letters

4(A) [5 marks]

Model answer: 21 Maple Road
Haripur
4 November 2026
The Editor
City Watch
Haripur
Subject: Clearer notices about temporary diversions
Sir/Madam,
Please draw attention to the need for clearer notices when local roads are temporarily diverted. A notice that merely announces a closure leaves residents unsure about the affected stretch, expected period and alternative access. This creates avoidable difficulty for people planning journeys to school or work. Notices could identify the starting and ending points, show the proposed alternative route and provide a contact for updated information. If the completion date is uncertain, that uncertainty should be stated instead of presenting a guess as a commitment. Clear signs at decision points would also help travellers choose before reaching the closed stretch. Kindly encourage the responsible agencies to coordinate their information and review it when arrangements change.

Yours faithfully,
Aditi

Reasoning: Specific civic communication request, without invented incidents or legal entitlement.

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

Evidence or rule: Original Paper 10 writing task; verified MS PDF 4–5.

4(B) [5 marks]

Model answer: Readers' Forum
River School
Haripur
4 November 2026
The Manager
Pageway Books
Subject: Clarification of duplicate invoice
Sir/Madam,
We have received invoice PW 102 for the books supplied under order RF 10, although our records show that payment was made against invoice PW 097 for the same order. Please compare the two documents and reconcile the account before any further demand is issued. We can provide the payment acknowledgement and the school's transaction reference for checking. We are not assuming that the second invoice represents a deliberate charge; it may be an administrative duplication requiring correction. Kindly confirm which invoice should remain in our records and whether any balance is actually outstanding. A written response would help our accounts office close the matter accurately and avoid processing the same payment twice.

Yours faithfully,
Noor

Reasoning: Commercial clarification distinguishes duplicate documentation from proven misconduct.

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

Evidence or rule: Original Paper 10 writing task; verified MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: B finds all twenty relevant documents, but its twenty-five results include five that are not relevant. A returns only ten results, eight relevant, so it requires less checking while missing twelve relevant documents. C finds twelve relevant documents among twenty results, leaving eight unnecessary checks and eight relevant documents unfound. If complete coverage is essential, B is the strongest option in this comparison despite the extra checking. If a quick initial selection is sufficient, A offers a smaller set to check, but its omissions must be acknowledged. The figures do not establish search speed or explain why documents were missed. The recommendation depends on the purpose, not merely the largest result count.

Reasoning: Missing relevant: A 12/B 0/C 8. Irrelevant returned: A 2/B 5/C 8. Complete coverage and concentration are different criteria.

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

Evidence or rule: Original Paper 10 search table.

5(B) [5 marks]

Model answer: The recorded averages differ by two marks out of one hundred. However, starting the bars at sixty-nine gives visible heights of one and three units, so one bar appears three times as tall. That visual ratio describes only the portions above the truncated baseline, not a tripling of the average score. The report should state both actual averages and their two-mark difference, clearly label the axis and explain any reason for shortening it. A zero baseline would make the bar lengths directly comparable to the full scores. The data may show a modest difference, but the chart alone does not establish its cause or whether it is educationally significant.

Reasoning: 72 − 70 = 2 marks. Visible heights 3 and 1 arise from subtracting 69; they are not a ratio of actual averages.

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

Evidence or rule: Original Paper 10 chart-description cues.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (d) Distant without being openly hostile.
Reasoning: Aloof and indifferent is distinguished from hostility.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 4 / printed 83.

6(A)(II) [1 mark]
Model answer: Mijbil moves from the floor away from the bed to the bed, sleeping in the crook of the narrator's knees.
Reasoning: Both starting distance and new proximity identify the change.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 4 / printed 83.

6(A)(III) [1 mark]
Model answer: The early hours after midnight.
Reasoning: It refers to time, not the size of a room or the otter.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 4 / printed 83.

6(A)(IV) [2 marks]
Model answer: The account records initial distance followed by a voluntary move towards closeness on the second night. It therefore allows the relationship to develop over time rather than projecting the later intimacy backwards and erasing the animal's earlier indifference.
Reasoning: Use temporal contrast rather than claiming knowledge of all the animal's thoughts.
Marking points: 1 mark: Initial aloofness differs from later closeness; 1 mark: Sequence represents development rather than instant friendship.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 4 / printed 83.

6(B)(I) [1 mark]

Model answer: A black satin box.

Reasoning: The first sentence identifies the container.

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

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

6(B)(II) [1 mark]

Model answer: (c) Placing it about her throat against her dress.

Reasoning: She tests its visual effect with her dress.

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

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

6(B)(III) [2 marks]

Model answer: Her trembling hands turn excitement into a bodily action, and placing the necklace against her dress shows an immediate imagined transformation of her appearance. The description presents desire through movement and reaction before the later consequences of borrowing become known.

Reasoning: Analyse the selected moment; do not claim the stones have been authenticated.

Marking points: 1 mark: Trembling hands embody excitement; 1 mark: Trying it with the dress dramatises desired appearance before consequences.

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

6(B)(IV) [1 mark]

Model answer: ecstatic

Reasoning: It describes her response after putting it on.

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

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

Question 7 Poetry extracts

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

7(A)(II) [1 mark]
Model answer: (b) A word for gentle affection describes another dangerously forceful embrace.
Reasoning: The affectionate word clashes with the preceding very hard hug.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

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

7(A)(IV) [2 marks]
Model answer: A second forceful embrace would increase the danger instead of providing a safe opportunity to investigate. The guide treats repeated harm as helpful confirmation, so its reassuring certainty becomes comic precisely because following the advice would worsen the encounter.
Reasoning: Keep the distinction between a humorous poem and real safety guidance.
Marking points: 1 mark: Another embrace repeats/increases danger; 1 mark: Treating that as useful confirmation parodies reassuring advice.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(B)(I) [1 mark]
Model answer: A dusting of snow.
Reasoning: Snow, not the bird or tree, is shaken down.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

7(B)(II) [1 mark]
Model answer: (d) a completed action recalled by the speaker.
Reasoning: Shook is the simple past of shake. The speaker recalls the incident; the form is neither a command nor a future promise or unreal condition.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

7(B)(III) [1 mark]
Model answer: crow and snow
Reasoning: These are the specified line endings.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

7(B)(IV) [2 marks]
Model answer: The crow's movement begins the incident, and the speaker receives the falling snow. Nothing says that he planned a cure for sadness. The later emotional benefit grows from an ordinary encounter rather than a deliberate programme.
Reasoning: Use the stanza's agency and the poem's later effect without inventing a biography.
Marking points: 1 mark: Crow acts and speaker receives the falling snow; 1 mark: No planned self-improvement is stated, despite the later benefit.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 14 / printed 14.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: The sea stretches beneath him, and he imagines that his wings will not support him over the drop. The ledge gives a limited place of safety while also keeping him apart from his family. His difficulty therefore joins a perceived physical risk with isolation.
Reasoning: Do not claim that his wings are actually defective.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 2–3 / printed 33–34.

8(II) [3 marks]

Model answer: He identifies duties to family and to his people, then explains that a black man could not fulfil both freely under apartheid. Political restrictions therefore entered private life and made ordinary responsibilities conflict. The struggle concerned the conditions in which human relationships could be lived.

Reasoning: Avoid claiming he rejected all family responsibility.

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

Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 6–7 / printed 21–22.

8(III) [3 marks]

Model answer: She wants to manage the journey on the terms she has planned and does not accept the offered treat. Her refusal helps maintain a boundary between her independent purpose and adult assistance. It also fits her limited money and insistence on returning by the same bus.

Reasoning: Do not invent that the drink is unsafe or that the conductor intends harm.

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

Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 9–10 / printed 102–103.

8(IV) [3 marks]

Model answer: The speaker’s head is filled with whispers during the trees’ departure, but anticipates their silence the next day. This places the poem within a passing moment of intense awareness. The present sounds matter partly because the speaker expects their presence to change rather than continue unchanged.

Reasoning: Allow supported interpretations of the whispers, but do not insist on a literal spoken conversation between identifiable people.

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

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

8(V) [3 marks]

Model answer: He recognises that an easy consolation about another ball would not meet the boy's experience of losing something linked with his past. By withholding the interruption, he leaves room for the boy's own difficult understanding. Sympathy is expressed through restraint rather than an immediate replacement.

Reasoning: The poem does not say adults should never comfort children; analyse this particular response.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: The reader knows that Herriot gives Tricki controlled food, exercise and ordinary life with other dogs rather than a miraculous intervention. Mrs Pumphrey's description expresses her relief but overlooks the practical change in care. The different accounts produce a comic gap between gratitude and understanding.

Reasoning: No invented medicine, operation or supernatural event is required.

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 16–19 / printed 4–7.

9(II) [3 marks]

Model answer: After refusing Bishamber, she offers to serve her parents and teach in the same school where she learned. Her future is therefore expressed through chosen work and relationships rather than only a marriage arrangement. The plan gives her refusal a positive direction beyond rejecting one man.

Reasoning: Do not claim that the text records a completed teaching appointment.

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 73–74 / printed 61–62.

9(III) [3 marks]

Model answer: She speaks to Sherry in a familiar manner, fitting the role of someone at home in the house. Horace treats that ordinary social cue as support for her claimed authority. The detail shows how a convincing performance can turn familiarity into misleading evidence of ownership.

Reasoning: Familiarity supports his belief; it does not prove actual ownership.

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

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 34–35 / printed 22–23.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: Anne describes classmates betting and arguing about who will move up, showing how thoroughly the approaching decision occupies their everyday life. She joins the scene through laughter, irritation and her own opinions about who should be kept back. Yet she also calls teachers unpredictable and admits uncertainty about mathematics. Her account therefore combines lively judgement with an outcome she cannot control or know in advance. Readers hear a pupil's immediate perspective rather than an official record of the teachers' eventual decisions. The episode makes her voice recognisably social and involved while reminding us that confidence in describing others does not remove her own need to wait.

Reasoning: Do not present her estimate about classmates as the teachers' confirmed decision.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 5 / printed 52.

10(B) [6 marks]

Model answer: In Amanda!, imagined silence belongs to a desired space of freedom from repeated instructions. The girl's inward fantasies offer a life in which her movements and attention are not continually corrected. In A Tiger in the Zoo, quietness accompanies a powerful animal confined within a cage; its controlled movement and quiet rage suggest frustrated strength rather than peaceful contentment. Silence therefore cannot be assigned one fixed meaning across the two poems. It may be something a person longs for, or the outward condition of a creature whose freedom has been restricted. The comparison depends on each poem's situation, not on assuming that an absence of speech or noise always signals happiness.

Reasoning: Different functions of silence; neither poem proves that all quietness is oppressive or all solitude is ideal.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf PDF 14–15 / printed 61–62; jeff102.pdf PDF 14 / printed 29.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: The final disclosure reveals that the borrowed necklace was an imitation, but it comes after the Loisels have spent years repaying the cost of a replacement. Learning the truth at that point cannot simply return the labour, comfort and opportunities already lost. Earlier concealment and assumptions have allowed a mistaken estimate of value to govern a decade of life. The ending therefore does more than surprise readers about jewellery: it exposes the consequences of information arriving after decisions have hardened into obligations. The story does not narrate a refund or an easy recovery. Its abrupt close leaves the emotional and practical force of that delayed knowledge with the reader.

Reasoning: Do not invent what Mme Forestier does after the final disclosure.

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 55–58 / printed 43–46.

11(B) [6 marks]

Model answer: Ebright tests a possible connection between beetles and a disease affecting monarch caterpillars, but reports that he did not obtain real results. He nevertheless presents the experiment at the fair and wins recognition. The episode distinguishes carrying out an enquiry from merely obtaining the conclusion one hoped for. A question, a test and an honest account of what happened can represent progress in learning even when the answer remains unsettled. This does not mean every unsuccessful attempt automatically proves a theory or deserves a prize. In the narrative, the value lies in his move towards experimental work and his willingness to report its limitations rather than manufacture a successful finding.

Reasoning: The chapter does not verify a beetle cause; preserve the reported absence of a clear result.

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 47 / printed 35.