Paper 17 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-PAPER17
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 17 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: (c) An apology should acknowledge the action, not only the apologiser's discomfort.

Reasoning: The actual action and response to a reminder are distinct.

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

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 1.

1(II) [1 mark]

Model answer: A delayed bus or a misunderstanding.

Reasoning: Either is explicitly named.

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

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 2.

1(III) [1 mark]

Model answer: proportion

Reasoning: Responsibility need not become total self-condemnation.

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

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 3.

1(IV) [2 marks]

Model answer: An explanation becomes an excuse when it removes the other person's difficulty from consideration. Being busy may explain the borrower's delay, but it does not cancel the owner's need, so a responsible account must allow both facts to remain visible.

Reasoning: Keep both perspectives in view.

Marking points: 1 mark: Explanation used to erase impact; 1 mark: Borrower's circumstances and owner's need can coexist.

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 2.

1(V) [1 mark]

Model answer: (a) It may shift attention towards comforting the apologiser.

Reasoning: The conversation may leave the original difficulty behind.

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

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 3.

1(VI) [1 mark]

Model answer: False

Reasoning: It explicitly rejects that demand.

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

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 4.

1(VII) [1 mark]

Model answer: (b) Specific enough to check and modest enough to keep.

Reasoning: The writer links clarity with realistic commitment.

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

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 4.

1(VIII) [2 marks]

Model answer: A verbal eraser suggests that saying sorry could remove the past event. The writer rejects this because yesterday cannot be undone; an apology can instead support understanding, practical correction and future expectations without controlling the other person's response.

Reasoning: Separate undoing the past from acting responsibly now.

Marking points: 1 mark: Eraser suggests removing the event; 1 mark: Apology supports present/future action without undoing or controlling.

Evidence or rule: Original Paper 17 responsibility-and-apology passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]

Model answer: Four

Reasoning: Each plays the other four teams once.

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

Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(II) [1 mark]

Model answer: (c) 7

Reasoning: $2\times3+1=7$.

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

Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(III) [1 mark]
Model answer: One loss
Reasoning: 4−1 win−2 draws=1 loss.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(IV) [1 mark]
Model answer: (d) D and E
Reasoning: D:2×1=2; E:0+2=2.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(V) [2 marks]
Model answer: Every drawn match contributes one draw to each of its two participating teams. Adding the table's six draw entries therefore counts each such match twice, so the contest contains three drawn matches rather than six distinct drawn games.
Reasoning: Use two team records for one match.
Marking points: 1 mark: Two entries per draw; 1 mark: Six entries represent three matches.
Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(VI) [1 mark]
Model answer: Two points
Reasoning: Its two draws each earn one point.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(VII) [1 mark]
Model answer: Seven matches
Reasoning: 3+2+1+1+0=7; each decided match has one winner.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(VIII) [1 mark]
Model answer: No. Goal margins are absent and tied points must remain tied under the stated rule.
Reasoning: Do not import an unstated competition policy.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 17 fictional round-robin rules and table.

2(IX) [1 mark]
Model answer: (a) A lost no match.
Reasoning: Three wins plus one draw use all four matches.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 17 fictional round-robin rules and table.

Question 3 Grammar

3(I) [1 mark]
Model answer: (b) She passes the ball, turns and scores!
Reasoning: Commentary can present immediate events in the simple present.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: live-commentary present.

3(II) [1 mark]
Model answer: since
Reasoning: Monday is a starting point, not a duration. This time expression supports the present-perfect form.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: perfect time reference since starting point.

3(III) [1 mark]
Model answer: (d) eight of them
Reasoning: The explicit count fixes eight, avoiding an ambiguous vague quantity.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: numeral quantity constrained by stated total.

3(IV) [1 mark]
Model answer: is
Reasoning: The whole whether-clause is a single issue functioning as subject.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: singular interrogative content clause as subject.

3(V) [1 mark]
Model answer: to call her if the parcel arrived.
Reasoning: Request uses to call; me refers to Mira, and the present condition conventionally backshifts.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: conditional request with object pronoun mapping.

3(VI) [1 mark]
Model answer: (a) You did not have to wait.
Reasoning: Did not have to states absence of necessity without itself asserting performance.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: lack of past obligation versus unnecessary completed action.

3(VII) [1 mark]
Model answer: Not all leaves at least one unreserved; none means no seat is reserved.
Reasoning: Not all does not tell us exactly how many are reserved; none gives zero.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: scope of negation with universal and zero quantifiers.

3(VIII) [1 mark]
Model answer: has → have
Reasoning: Will takes base have in the future perfect, not third-person has.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: future perfect auxiliary sequence.

3(IX) [1 mark]

Model answer: (c) as many

Reasoning: As many notebooks as you need leaves the quantity determined by need.

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

Evidence or rule: Grammar rule: as many + count noun + as-clause.

3(X) [1 mark]

Model answer: A full stop.

Reasoning: The whole sentence reports a question; it is not itself a direct question and normally ends with a full stop.

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

Evidence or rule: Grammar rule: reported-question declarative punctuation.

3(XI) [1 mark]

Model answer: A present want or need.

Reasoning: Could do with is an idiomatic expression of present desire/benefit.

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

Evidence or rule: Grammar rule: could do with present desire.

3(XII) [1 mark]

Model answer: what that word meant.

Reasoning: The direct question does this word mean becomes the reported clause what that word meant. Do-support disappears, the lexical verb backshifts to meant and this becomes that as requested. Do not supply an invented definition.

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

Evidence or rule: Grammar rule: reported lexical meaning enquiry and demonstrative.

Question 4 Formal letters

4(A) [5 marks]

Model answer: Class 10
Sunrise School
Amaltas Nagar
4 November 2026
The Editor
School Magazine
Sunrise School
Subject: Apology for the late caption handover
Sir/Madam,
I apologise for sending the final captions after our agreed deadline. This left your team less time to check the page layout and caused avoidable changes near printing. I had misunderstood which version required approval, but I should have clarified that uncertainty before the deadline rather than leaving the team waiting. I have now marked the approved captions clearly and attached the corrected list for checking. For the next issue, I propose one named contact and a confirmation message when each handover is accepted. Please let me know whether further checking is needed on the present pages. I understand that this apology does not remove the extra work already caused.

Yours faithfully,
Anita

Reasoning: Specific responsibility and remedy without demanding forgiveness.

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

Evidence or rule: Original Paper 17 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Sports Committee
Sunrise School
Amaltas Nagar
4 November 2026
The Games Coordinator
Sunrise School
Amaltas Nagar
Subject: Clarification of tied standings before the contest
Sir/Madam,
Please clarify how teams tied on points will be recorded in the forthcoming inter-house contest. The current notice gives points for wins and draws but does not say whether equal totals remain tied or whether another announced measure will separate them. We request a written explanation before play begins so that all houses understand the same rule. If further records must be kept, kindly identify them and who will check them. This enquiry concerns the new contest and does not seek to alter earlier completed results retrospectively. We would be glad to circulate the approved clarification with the fixture list. Please also name a contact for questions raised by captains before the opening match.

Yours faithfully,
Shreya

Reasoning: Prospective clarification avoids inventing an official sports rule.

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

Evidence or rule: Original Paper 17 writing task; official MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: A protects one extended period of concentration and offers a predictable question window, but contributors must be able to wait. B provides more frequent contact at the cost of repeatedly dividing attention. Its breaks also make the total session longer than the fifty minutes of focus work. C offers immediate access but leaves no protected reading period. If uninterrupted checking is the main priority and questions are rarely urgent, A is the clearest starting choice. If rapid clarification is essential, the team may prefer B while acknowledging the transitions. None of the descriptions proves measured productivity; the team should agree its priority and review the arrangement after trying it.

Reasoning: B has four intervening two-minute checks, making 58 minutes if no opening/final check; no unsupported equal-duration claim.

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

Evidence or rule: Original Paper 17 editing-arrangement table.

5(B) [5 marks]

Model answer: Map B offers stronger support for access planning because its legend explains which line represents the step-free route and shows where steps affect the alternative. Map A leaves the meaning of its route unclear, even though both maps depict the same paths. The additional labels let visitors distinguish options rather than guess what a line promises. However, step-free does not by itself establish every aspect of accessibility. Neither map records surface conditions or journey times, so organisers should check those features before making broader assurances. B is therefore the better starting point under the stated aim, while remaining a record that needs further practical verification rather than a guarantee of suitability for everyone.

Reasoning: Compare the supplied map features; do not infer unrecorded gradients, distances or universal accessibility.

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

Evidence or rule: Original replacement map-cue analysis; supplied MS PDF 4–5.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (b) Touch
Reasoning: The passage stresses felt bodily contact.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 4 / printed 35.

6(A)(II) [1 mark]
Model answer: gradually
Reasoning: The gradual movement is part of controlled soaring.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 4 / printed 35.

6(A)(III) [1 mark]
Model answer: Downwards and outwards.
Reasoning: Both adverbs describe the soaring route.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 4 / printed 35.

6(A)(IV) [2 marks]
Model answer: Wind against his body and wings gives the seagull sensations of being supported in the air. The shift from headlong falling to gradual soaring is therefore made perceptible through movement and touch, rather than only announced as an abstract achievement.
Reasoning: Explain the experiential detail without inventing a technical lesson from another bird.
Marking points: 1 mark: Wind/body/wing sensation; 1 mark: Felt gradual movement marks flight rather than headlong fall.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 4 / printed 35.

6(B)(I) [1 mark]
Model answer: If
Reasoning: The outcome depends on the theory proving correct.
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 49 / printed 37.

6(B)(II) [1 mark]
Model answer: (c) A possibility rather than a demonstrated outcome.
Reasoning: The modal deliberately qualifies the proposed consequence.
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 49 / printed 37.

6(B)(III) [2 marks]
Model answer: The passage discusses a theory whose correctness remains a condition and possible ideas that might follow. It neither reports a completed treatment nor promises a cure, so the proposed paraphrase turns qualified scientific potential into an unsupported accomplished medical claim.
Reasoning: This is textual verification of the narrative's wording, not current medical verification.
Marking points: 1 mark: Conditional theory and modal possibility; 1 mark: No completed treatment/cure reported.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 49 / printed 37.

6(B)(IV) [1 mark]
Model answer: Scientific curiosity.
Reasoning: The final sentence names it.
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 49 / printed 37.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: If
Reasoning: The repeated conditional does not report a completed visit.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43.

7(A)(II) [1 mark]
Model answer: (d) a colloquial sound that rhymes with Lion.
Reasoning: The playful spelling supports the comic rhyme.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43.

7(A)(III) [1 mark]
Model answer: tawny
Reasoning: The line pairs size with colour.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43.

7(A)(IV) [2 marks]
Model answer: The stanza builds a conditional scene through place, approach, colour and roar before supplying the name. Delaying the identification makes the last line a payoff to the description, giving the mock lesson a compact narrative movement towards its announced answer.
Reasoning: Discuss arrangement and delayed naming rather than reuse the fatal-advice argument.
Marking points: 1 mark: Descriptive conditions precede name; 1 mark: Final identification functions as payoff or compact narrative destination.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43.

7(B)(I) [1 mark]
Model answer: myself
Reasoning: The second stanza changes the reference from yourself to myself.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(B)(II) [1 mark]
Model answer: (a) a hope or possibility, not a guaranteed result.
Reasoning: She proposes a possible outcome of changing her hair colour.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(B)(III) [1 mark]
Model answer: or
Reasoning: Or links alternatives rather than requiring every colour simultaneously.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

7(B)(IV) [2 marks]
Model answer: The first speaker describes the woman from outside, but her reply gives her a first-person voice proposing an action and hoped outcome. The pronoun shift makes her an active participant in the argument rather than only the person being described.
Reasoning: Analyse speaking positions, not merely repeat the general appearance-versus-self theme.
Marking points: 1 mark: Outside description changes to first-person reply; 1 mark: She becomes an active proposer in the dialogue.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: The candle places remembrance within a celebration intended to make up for the previous year's limited birthday. Anne's continuing love for her grandmother therefore accompanies present family life rather than disappearing from it. The small ritual makes an absent person emotionally present without claiming that grief has simply ended.
Reasoning: The narrative dates Grandma's death to January 1942.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 4 / printed 51.

8(II) [3 marks]
Model answer: The report of only five or ten minutes of fuel left converts uncertainty into an urgent approaching limit. Following the other aircraft can no longer continue indefinitely. The sudden appearance of runway lights answers that immediate danger, even though it does not resolve the mystery of the helper's identity.
Reasoning: Do not invent an exact fuel amount or airport location.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 8 / printed 39.

8(III) [3 marks]

Model answer: He acknowledges the courage, wisdom and sacrifices of those who struggled before and alongside him, including people no longer alive to witness the day. The ceremony's personal honour is placed within a collective history, making his presence a consequence of shared effort rather than an isolated heroic accomplishment.

Reasoning: Ground the inference in his tribute to comrades and predecessors.

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

Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 5–6 / printed 20–21.

8(IV) [3 marks]

Model answer: The first stanza supplies the crow, snow and tree but leaves the grammatical action incomplete. Has given at the next stanza's opening completes the effect on the speaker. The continuing sentence binds the small external occurrence to the inward change instead of presenting two unrelated miniature scenes.

Reasoning: A formal relation across the stanza boundary, not another question about the amount saved.

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

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

8(V) [3 marks]

Model answer: Also adds ice to the set of things sufficient for destruction rather than simply replacing fire as the only possible cause. The speaker can favour fire through experience of desire and still grant hate an equivalent destructive adequacy, so the second position extends rather than erases the first.

Reasoning: Do not claim two literal destructions are predicted.

Marking points: 2 marks: Relevant accurate textual 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: At first Fowler measures espionage against exciting stories and is disappointed by an ordinary evening. After the armed encounter and Max's exit, he is pale and stammering. Actual danger unsettles the spectator who had wanted romantic thrills, exposing a distance between imagining excitement and experiencing its consequences.

Reasoning: Use the final physical response; no invented trauma diagnosis.

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 26–29 / chapter opening and printed 15–17.

9(II) [3 marks]

Model answer: The paired description makes invisibility a change in appearance rather than the disappearance of a physical body. Griffin can still leave muddy impressions, handle things and strike people. This distinction helps the reader follow apparently impossible actions without assuming he has become an immaterial spirit.

Reasoning: This is the fictional premise, not a scientific feasibility claim.

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

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 38 / chapter opening.

9(III) [3 marks]

Model answer: Her revelation shows that the original ornament was inexpensive imitation jewellery, so her earlier role as lender acquires a meaning Mathilde never understood. The story's final information makes their unequal knowledge central. It does not establish that Forestier knowingly demanded an expensive replacement or intended the years of hardship.

Reasoning: Do not invent malicious intent in the lender.

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 57–58 / printed 45–46.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: The diary offers the intimacy Anne misses in ordinary conversation, but she also recognises that stories need a context if they are to be understood. Her brief family sketch supplies relationships, places and experiences before she plunges into the present. These purposes need not cancel each other. Addressing Kitty as a friend establishes a trusted listening presence, while explaining her background makes the narrated self intelligible. The diary therefore combines immediate personal expression with deliberate shaping of an account. Its conversational closeness does not mean that every detail can be assumed, and its organised introduction does not make the wish for a confidante insincere or merely decorative.

Reasoning: Distinguish the constructed diary addressee from an invented real correspondent.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 3–4 / printed 50–51.

10(B) [6 marks]

Model answer: The boy stands rigid, trembling and looking towards the water, so loss first appears through a visible bodily response. The later phrase epistemology of loss names a process of understanding in unusually abstract language. Placing these registers together lets readers recognise thought developing within an experience that cannot be reduced to a definition. The adult observing voice can name a larger issue, while the particular child remains distressed rather than instantly transformed into a calm philosopher. Learning to stand up suggests an ongoing response, not a completed lesson delivered by terminology alone. The combination therefore connects felt experience with understanding without allowing either the abstract label or the physical description to replace the other.

Reasoning: Explain epistemology using the textbook gloss, then relate the term to observable bodily imagery. No independent philosophical theory is required.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15–16 / printed 46–47.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Mrs Pumphrey interprets Tricki's recovery as an extraordinary medical triumph, although the reader sees rest, a controlled routine and later exercise rather than an operation. Her label exceeds the treatment narrated. The Martians swallow intelligence vitamins and perform exaggerated reactions as part of their attempt to understand an unfamiliar book. The comic action does not supply genuine understanding, since their later interpretations remain absurd. Both works let an audience distinguish a claimed or hoped-for remedy from what events support. Their worlds differ: Herriot's practical care helps the dog, while the theatrical vitamin episode belongs to a fantasy of instant intelligence. Neither should be converted into real medical instructions for readers.

Reasoning: Literary comparison only; do not recommend animal treatment or supplements.

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 15–18 / printed 3–6; PDF 82–84 / printed 70–72.

11(B) [6 marks]

Model answer: Hari comes to value the education Anil offers as a future he cannot simply steal, and that recognition supports his return of the money. Learning is connected with a possible change in his relationship to another person. Horace, however, already loves fine books and steals in order to buy them. Cultivated taste coexists with a calculated criminal routine rather than automatically producing honesty. The comparison prevents an easy claim that books themselves guarantee moral improvement. What matters is how a person understands and acts within relationships and obligations. One narrative opens a possibility through teaching and trust; the other exposes the inadequacy of literary taste as proof of ethical conduct.

Reasoning: No certainty about Hari's unwritten future; Horace's book collecting is text-supported.

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 23–25 / printed 11–13; PDF 32 / chapter opening.