Paper 02 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-PAPER02
Role: AK | Version: 3.0.0
TEACHER COPY — keep separate from the student question paper.
The reading passages and assessment datasets are original. Seedling, waste and venue data 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 02 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) Arrange information around the visitor's decisions.

Reasoning: Paragraphs 1 and 5 make practical use the standard; the other options crowd, exclude or substitute for the map.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 passage Q 1, paragraphs 1–5.

1(II) [1 mark]

Model answer: The visitor may not know which direction the plan faces.

Reasoning: Geometric accuracy alone does not provide orientation for someone standing at an entrance.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 passage Q 1, paragraph 2.

1(III) [1 mark]

Model answer: Hesitation

Reasoning: The paragraph treats a pause at a junction as diagnostic evidence.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 passage Q 1, paragraph 3.

1(IV) [2 marks]

Model answer: A designer may have supplied spoken directions while explaining the plan. The visitor could therefore reach the destination by following that guidance, not by understanding the map. An uncoached trial separates the two sources of help.

Reasoning: Distinguish the map from supplementary coaching.

Marking points: 1 mark: Spoken guidance may account for arrival; 1 mark: Uncoached use tests the map itself.

Evidence or rule: Original Paper 02 passage Q 1, paragraph 3.

1(V) [1 mark]

Model answer: (a) Mark both the stepped and ramp routes.

Reasoning: Only(a) displays relevant alternatives; the others conceal or fail to communicate route characteristics.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 passage Q 1, paragraph 4.

1(VI) [1 mark]

Model answer: False

Reasoning: The final paragraph warns that excessive detail can conceal the message.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 passage Q 1, paragraph 5.

1(VII) [1 mark]

Model answer: (d) showing immediate guidance before further detail.

Reasoning: Layering concerns the order and prominence of information, not duplicate pages or concealment.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 passage Q 1, paragraph 5.

1(VIII) [2 marks]

Model answer: A closure can make a previously accurate route misleading. The designer must provide a visible update and a way to maintain current information, because the visitor needs guidance that reflects the building's actual condition during the event.

Reasoning: Connect changing conditions with maintenance, not merely the original drawing.

Marking points: 1 mark: Closure invalidates previously accurate directions; 1 mark: Visible updating/maintenance protects current usefulness.

Evidence or rule: Original Paper 02 passage Q 1, paragraph 4.

Question 2 Case based reading

2(I) [1 mark]

Model answer: 36 seedlings

Reasoning: Read the mustard count directly; the initial seed total is 40.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, table, mustard row.

2(II) [1 mark]

Model answer: (b) Gram

Reasoning: Gram has 20 of 40, exactly one half. The other listed counts are 32, 24 and 28.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, table.

2(III) [1 mark]

Model answer: 60 seeds

Reasoning: Starting 200 minus emerged 140 equals 60; this is not a death count.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, table totals.

2(IV) [1 mark]

Model answer: (c) Mustard had four more seedlings than pea.

Reasoning: 36−32=4; both began with 40, so the difference concerns emergence, not starting totals.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, table.

2(V) [2 marks]

Model answer: The count includes only shoots visible by the seventh day. Some seeds may emerge later, and students did not examine those below the surface. The evidence therefore establishes delayed or absent recorded emergence, not the death of every remaining seed.

Reasoning: The observation window and unseen condition are separate evidential limits.

Marking points: 1 mark: Observation ends at day seven and later emergence remains possible; 1 mark: Unemerged seeds were not examined for death.

Evidence or rule: Original Paper 02 seedling investigation, paragraphs 2–3.

2(VI) [1 mark]

Model answer: The first appearance of a shoot above the growing medium.

Reasoning: Use the study's operational definition rather than later growth or yield.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, paragraph 1.

2(VII) [1 mark]

Model answer: Two trays

Reasoning: Pea 32 and mustard 36 meet the threshold;24,20 and 28 do not.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, table.

2(VIII) [1 mark]

Model answer: To add late emergence against the original seed cohort without double-counting seedlings.

Reasoning: A stable denominator and a record of first appearances keep cumulative results interpretable.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, paragraph 3.

2(IX) [1 mark]

Model answer: (a) These results establish which seed produces the highest crop yield.

Reasoning: Yield was not measured; the remaining claims are explicit in the passage or table.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Original Paper 02 seedling investigation, paragraph 2 and table.

Question 3 Grammar

3(I) [1 mark]

Model answer: (d) may

Reasoning: May expresses the requested possibility. Must suggests a strong deduction, should an expectation and will a firmer prediction.

Marking points: 1 mark: Correct option.

Evidence or rule: Grammar: modal meanings in the specified context.

3(II) [1 mark]

Model answer: has been practising

Reasoning: Since marks a starting point; ongoing activity calls for has been+present participle with singular choir.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Grammar rule: present perfect continuous for continuing duration.

3(III) [1 mark]

Model answer: (b) their

Reasoning: Their is the possessive determiner before own lunchboxes. Theirs stands independently; them and they are object and subject pronouns.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Grammar rule: possessive determiner before a noun phrase.

3(IV) [1 mark]

Model answer: is → are

Reasoning: Scissors is a plural-only noun in this construction and takes are. A pair of scissors would have a different singular head.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Grammar rule: agreement with a plural-only tool noun.

3(V) [1 mark]

Model answer: where he was keeping the spare key.

Reasoning: Retain where, use statement order, change you to he and are keeping to was keeping. No if/whether is needed for a wh-question.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Grammar rule: reported wh-question and progressive backshift.

3(VI) [1 mark]

Model answer: (c) was drawing

Reasoning: Past continuous presents the ongoing background interrupted by a past event.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Grammar rule: past progressive background action.

3(VII) [1 mark]
Model answer: Either
Reasoning: Either identifies one or the other of the two available routes. Neither would deny that either route leads to the hall. The prompt now limits the choice to these two words.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Grammar rule: either of two with singular agreement.

3(VIII) [1 mark]
Model answer: to use a soft toothbrush.
Reasoning: Advised+object+to-infinitive reports the recommendation; a that-clause does not directly complete this supplied opening.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Grammar rule: reporting advice with an infinitive.

3(IX) [1 mark]
Model answer: (a) must not
Reasoning: Must not prohibits; need not removes necessity, while would/might do not state the explicit ban.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Grammar rule: prohibition versus lack of necessity.

3(X) [1 mark]
Model answer: These → This
Reasoning: Information is an uncountable singular mass noun; this agrees with it.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Grammar rule: demonstrative determiner with information.

3(XI) [1 mark]
Model answer: chose
Reasoning: Yesterday locates a completed action in the past; the irregular past of choose is chose.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Grammar rule: irregular simple-past form.

3(XII) [1 mark]

Model answer: could

Reasoning: Can conventionally backshifts to could after the past reporting verb said. The supplied frame already adjusts the pronoun and demonstrative.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: Grammar rule: modal backshift can to could in a reported statement.

Question 4 Formal letters

4(A) [5 marks]

Model answer: 22 Park Lane
Devpur
3 November 2026

The Manager
Bright Stationery
Devpur

Subject: Short delivery of notebooks

Sir/Madam,
I received the parcel for my order of twenty ruled notebooks yesterday, but it contained only twelve. The enclosed receipt correctly records payment for twenty, so eight notebooks are still due. I have retained the packaging and a copy of the receipt for checking. Please arrange delivery of the missing notebooks without an additional charge, or explain how the corresponding refund can be obtained. These supplies are required for a school activity next week, and an early response would help us make arrangements. Kindly confirm the remedy and expected date by reply. I would appreciate a prompt correction and will provide the order details whenever required.

Yours faithfully
Neha

Reasoning: A courteous complaint identifies a documented discrepancy and requests fulfilment or refund; no invented consumer-law clause is required. Accept Nehal and equivalent remedies.

Marking points: 1 mark: Formal format; 2 marks: Relevant developed content; 1 mark: Organisation; 1 mark: Language accuracy.

Evidence or rule: Original Paper 02 commercial situation; MS letter rubric PDF 3–4.

4(B) [5 marks]
Model answer: Valley School
Devpur
3 November 2026

The Director
City Museum
Devpur

Subject: Request for a supervised educational visit

Sir/Madam,
Our Class 10 students are studying how objects can help us understand local history. We would like to arrange a supervised visit to your museum during the coming month. Kindly let us know which weekday mornings are suitable and how many students may attend in one group. Information about entry charges, booking procedures and any guided sessions would help us prepare a realistic plan. We would also appreciate details of rules for note-taking and photography. Teachers will accompany the students, and we will follow the museum's instructions carefully. Please suggest an appropriate contact person so that our school can discuss the arrangements and confirm a date.

Yours faithfully
Samar
Reasoning: The writer seeks permission and actionable planning information without assuming that a booking is confirmed. Accept Samaira and reasonable formal layouts.
Marking points: 1 mark: Formal format; 2 marks: Relevant developed content; 1 mark: Organisation; 1 mark: Language accuracy.
Evidence or rule: Original Paper 02 educational visit; MS PDF 3–4.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: The serving trial reduced recorded food waste from sixty to forty-two kilograms, a fall of eighteen kilograms or thirty percent. It therefore exceeded the school's target of reducing the total by at least one quarter. Cooked food showed the largest absolute saving, declining from thirty to eighteen kilograms. Fruit waste fell from eighteen to fifteen kilograms, while bread waste dropped from twelve to nine. Although the two smaller categories each saved three kilograms, bread had the larger proportional reduction. The next review should examine why fruit waste changed less strongly. These figures describe collected waste on the matched days; they do not establish what students ate or whether their nutritional intake improved.

Reasoning: Totals 60 and 42; reduction 18/60=30%. Cooked−12/40%, fruit−3/about 16.7%, bread−3/25%. Avoid interpreting waste reduction as proof of better nutrition.

Marking points: 2 marks: Accurate analysis and supported judgement; 2 marks: Organisation; 1 mark: Language accuracy.

Evidence or rule: Original Paper 02 waste table; MS analytical rubric PDF 4–5.

5(B) [5 marks]

Model answer: The art room is the most suitable venue because the school's main priorities are protection and supervised viewing. Its indoor setting shields fragile models from wind and rain, while a lock provides security outside viewing hours. The courtyard offers space without cost, but exposure and the lack of a lock make it risky. The entrance corridor would attract attention, yet its narrowness and heavy movement could endanger both models and visitors. The art room's capacity of forty visitors requires planned sessions rather than unrestricted entry. A published timetable and teacher supervision would address that limitation. Visibility and size are useful advantages, but they should not outweigh the safety requirements stated in the brief.

Reasoning: Recommendation follows protection/supervision priorities, compares all venues and acknowledges capacity/scheduling. Accept a different well-supported practical solution without contradicting the cues.

Marking points: 2 marks: Accurate analysis and supported judgement; 2 marks: Organisation; 1 mark: Language accuracy.

Evidence or rule: Original Paper 02 venue cues; MS PDF 4–5.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]

Model answer: (b) His bamboo woke them from sleep.

Reasoning: The habitual waking links his arrival with their routine; size alone does not, and(c)/(d) are not in the extract.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 2 / printed 64, A Baker from Goa.

6(A)(II) [1 mark]

Model answer: friend, companion and guide

Reasoning: The opening sentence explicitly assigns these personal roles.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 2 / printed 64, A Baker from Goa.

6(A)(III) [1 mark]

Model answer: thud

Reasoning: Thud refers to the low impact sound, whereas jingling suggests a lighter ringing sound.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 2 / printed 64, A Baker from Goa.

6(A)(IV) [2 marks]

Model answer: The baker leaves on a selling round with his basket and returns after emptying it. This regular movement suggests a working connection with local households, while the children's greeting adds personal familiarity to the commercial exchange.

Reasoning: Infer sustained trade and personal acquaintance without claiming exact sales or profits.

Marking points: 1 mark: Regular selling/emptying implies household trade; 1 mark: Children's greeting supports personal familiarity.

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 2 / printed 64, A Baker from Goa.

6(B)(I) [1 mark]
Model answer: Medicinal treatment
Reasoning: The opening clause states that no medicinal treatment was given; do not substitute an invented operation.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 16 / printed 4.

6(B)(II) [1 mark]
Model answer: (d) “an accepted member of the gang”
Reasoning: Accepted membership directly denotes inclusion; the other phrases describe appearance, time or place.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 16 / printed 4.

6(B)(III) [2 marks]
Model answer: Tricki is described as a small, silky animal among rougher dogs, yet he competes energetically for food. The tiger comparison exaggerates his new vigour, making his active participation more vivid and suggesting a strong recovery.
Reasoning: Explain the comparison and contrast, without treating it as literal transformation.
Marking points: 1 mark: Small silky dog contrasted with powerful tiger; 1 mark: Energetic competition shows restored activity.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 16 / printed 4.

6(B)(IV) [1 mark]
Model answer: False
Reasoning: He joins their play and becomes an accepted member of the gang.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 16 / printed 4.

Question 7 Poetry extracts

7(A)(I) [1 mark]

Model answer: desire

Reasoning: Desire appears in the third line; hatred belongs to the later part of the poem, outside this extract.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15, Fire and Ice.

7(A)(II) [1 mark]

Model answer: (a) differing views about an ending.

Reasoning: The two phrases introduce contrasting positions; they neither prove a scientific forecast nor issue instructions.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15, Fire and Ice.

7(A)(III) [1 mark]

Model answer: tasted

Reasoning: Tasted applies a physical sense figuratively to experience of desire.

Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15, Fire and Ice.

7(A)(IV) [2 marks]

Model answer: The opening reports two competing views about the world's end. The speaker then invokes personal experience of desire to support fire, turning an impersonal debate into a judgement grounded in a familiar human emotion rather than scientific proof.

Reasoning: Trace the shift in voice and its emotional basis.

Marking points: 1 mark: Others' views shift to first-person position; 1 mark: Experience of desire supplies the stated basis.

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 15 / printed 15, Fire and Ice.

7(B)(I) [1 mark]
Model answer: At night
Reasoning: The first line explicitly gives the time.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29, A Tiger in the Zoo.

7(B)(II) [1 mark]
Model answer: (c) They are both described as brilliant.
Reasoning: Brilliant is repeated for both; the other adjectives do not appear as their shared description.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29, A Tiger in the Zoo.

7(B)(III) [1 mark]
Model answer: The last voice and the patrolling cars.
Reasoning: These are the sounds/objects in the first two lines; stars belong to the later gaze.
Marking points: 1 mark: Correct response; accept an equivalent formulation where the task permits.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29, A Tiger in the Zoo.

7(B)(IV) [2 marks]
Model answer: The tiger’s gaze moves beyond the nearby human voices and patrolling cars to a wider night sky. Ending with the stars can suggest a space larger than confinement, while the repeated brightness creates a visual bond between animal and nature.
Reasoning: Accept a text-supported reading of distance, longing or natural connection; do not require certainty about the animal’s private thoughts.
Marking points: 1 mark: Shift from nearby human setting to sky; 1 mark: Supported effect of breadth, distance or natural linkage.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 14 / printed 29, A Tiger in the Zoo.

Question 8 First Flight short answers

8(I) [3 marks]

Model answer: The young seagull has wings but distrusts their power. Hunger makes him reach towards the fish his mother holds just beyond him. His dive becomes the first flight, and bodily experience replaces fear with confidence as he discovers what his wings can do.

Reasoning: Connect motivation, the leap and discovery; do not claim he had no physical capacity before the dive.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 2–4 / printed 33–35.

8(II) [3 marks]

Model answer: The account introduces Greek and Arabic ancestry as possible explanations and links them with stories or similarities in customs and dress. Such details can suggest connections without proving descent. A careful reader preserves the passage's uncertainty instead of converting cultural speculation into established history.

Reasoning: Use the text's possibly/story/theory qualifications; do not independently certify historical genealogy.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 6–7 / printed 68–69.

8(III) [3 marks]

Model answer: For people, taps supply water for practical tasks, but Mijbil treats flowing water as an invitation to activity. He splashes in the bath and learns to turn a tap. His behaviour makes the narrator recognise a lively, species-specific interest beyond ordinary household use.

Reasoning: Both bath play and tap exploration support the distinction; avoid claiming that every otter behaves identically.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 4–5 / printed 83–84.

8(IV) [3 marks]

Model answer: Kisa Gotami visits households hoping to find one untouched by death. Their shared losses make her recognise that her suffering is not unique. The task leads her to encounter the universality of mortality herself, turning a search for medicine into a change of understanding.

Reasoning: Explain the experiential movement, without judging bereavement clinically or asserting that grief vanishes instantly.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

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

8(V) [3 marks]

Model answer: The speaker says that only some part of the regretted day is saved, so the change is modest rather than a complete transformation of life. This restraint makes the brief encounter convincing: a small natural event can improve experience without erasing every difficulty.

Reasoning: Credit the limited temporal/emotional claim; a total cure or guaranteed lifelong change is not in the poem.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

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

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: Clothes protect Griffin from the bitter cold and let him enjoy shelter, but they also make his outline visible. When assistants arrive, he must remove what he has stolen to escape unseen. His solution therefore conflicts with the invisibility on which his escape depends.

Reasoning: Keep the scene in the London store, distinct from the later theatrical disguise. Invisibility is the story's fictional premise.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 39–40 / printed 27–28.

9(II) [3 marks]

Model answer: Ebright discovers that a neat display of frog tissues is not the same as an experiment. Seeing what the winners have done redirects him towards questions that can be investigated. His disappointment becomes useful because it changes his method, rather than merely increasing his desire for a prize.

Reasoning: Do not call the slide display an experimental discovery; distinguish display from testing a question.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 47 / printed 35.

9(III) [3 marks]

Model answer: Think-Tank interprets playful images as literal reports of Earth's powers. Metals growing in a garden and a cow crossing the moon become evidence of dangerous technology. His assumptions supply the threat, showing how confident interpretation without cultural understanding can produce fear instead of knowledge.

Reasoning: Accept accurate rhyme examples; neither agriculture/mining nor animal space warfare is established as real Earth technology in the play.

Marking points: 2 marks: Accurate, relevant textual content addressing the question; 1 mark: Coherent expression.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 83–84 / printed 71–72.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: The poem places the tiger's restricted movement beside places where his strength would have scope. In the cage, he can walk only a few steps, and his power remains behind bars. The imagined shadow, long grass and water hole give his movements purpose within a living habitat. The jungle edge also acknowledges the danger his freedom can pose to people; nature is not presented simply as a harmless display. Returning to the concrete cell makes confinement seem especially inadequate after these alternatives. The contrast asks readers to judge the cage against the animal's capacities and surroundings, rather than treating his presence in a zoo as a complete account of his life.

Reasoning: Use the should-be stanzas as imagined alternatives, not actual escapes. Accept supported discussion of hunting, danger and restriction.

Marking points: 3 marks: Supported textual argument; 2 marks: Coherent organisation/expression; 1 mark: Language accuracy.

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

10(B) [6 marks]

Model answer: Buying another ball could replace the object's practical function, but it would not return the boy's personal connection with the lost one. His stillness and grief suggest that he confronts something larger than a small purchase. The narrator therefore chooses not to intrude with money or a ready consolation. That restraint leaves room for the boy to begin understanding responsibility in a world where possessions can disappear. The poem does not insist that material help is always useless. It shows that an external payment cannot by itself complete an inward process of recognising loss and learning to continue. A substitute object and emotional understanding answer different needs.

Reasoning: Distinguish replaceability from memory/learning; avoid claiming adults should never comfort a child.

Marking points: 3 marks: Supported textual argument; 2 marks: Coherent organisation/expression; 1 mark: Language 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: Ebright's mother creates conditions in which curiosity can develop. She takes him on trips, provides equipment and finds learning activities for their evenings. Her gift of The Travels of Monarch X also connects his collecting with a wider scientific investigation. However, these opportunities do not perform the inquiry for him. Ebright raises butterflies, tags them and later pursues experiments through sustained effort. The chapter therefore presents support and personal agency as complementary. His mother helps him find resources and directions, while his willingness to observe, persist and ask questions turns those openings into work. Success is not explained by equipment alone or by an isolated talent needing no encouragement.

Reasoning: Use maternal trips/equipment/book plus his own practical work; do not substitute the already-tested science-fair failure as the central incident.

Marking points: 3 marks: Supported textual argument; 2 marks: Coherent organisation/expression; 1 mark: Language accuracy.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 44–48 / printed 32–36.

11(B) [6 marks]

Model answer: Noodle introduces corrections as small, uncertain pieces of information rather than direct attacks on Think-Tank's intelligence. When the books are misidentified, he gently recalls how Earthlings use them. Think-Tank can then present the revised account as his own clarification. This pattern lets useful information enter a relationship dominated by vanity and rank. Noodle's tact is effective, but the need for such careful presentation also exposes the leader's insecurity. The play makes the apprentice's practical intelligence visible through his restrained language, while the supposedly superior ruler repeatedly depends on him. Their working relationship separates possessing authority from being able to understand evidence or listen honestly.

Reasoning: Ground the argument in book-use corrections and deferential framing, not merely the later nursery-rhyme panic.

Marking points: 3 marks: Supported textual argument; 2 marks: Coherent organisation/expression; 1 mark: Language accuracy.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura 2020, PDF 80–82 / printed 68–70.