Paper 14 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-PAPER14
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 14 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) Remaining for a while without necessarily making a purchase.

Reasoning: The opening contrasts passing through with the opportunity to pause.

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

Evidence or rule: Original Paper 14 public-bench passage, paragraph 1.

1(II) [1 mark]

Model answer: Heavy bags, waiting for a companion or wishing to watch the street.

Reasoning: Any one named reason is sufficient.

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

Evidence or rule: Original Paper 14 public-bench passage, paragraph 1.

1(III) [1 mark]

Model answer: reassurance

Reasoning: Knowing a resting place exists can provide this even before it is used.

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

Evidence or rule: Original Paper 14 public-bench passage, paragraph 2.

1(IV) [2 marks]

Model answer: Knowing that a resting place is available may reassure someone planning or continuing a walk, even if no one sits there during a brief observation. Its value can include an available option, which a momentary occupancy count does not capture.

Reasoning: Distinguish availability from observed use at a particular moment.

Marking points: 1 mark: Availability can reassure a walker; 1 mark: Brief occupancy counts do not capture that value.

Evidence or rule: Original Paper 14 public-bench passage, paragraph 2.

1(V) [1 mark]

Model answer: (a) Crowding may reflect demand or a lack of nearby alternatives.

Reasoning: More than one explanation fits the same visible count.

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

Evidence or rule: Original Paper 14 public-bench passage, paragraph 2.

1(VI) [1 mark]
Model answer: False
Reasoning: Approaching, sitting and getting up may reveal details absent from an indoor review.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 public-bench passage, paragraph 4.

1(VII) [1 mark]
Model answer: (d) Someone who finds the route to it difficult.
Reasoning: Non-use may result from a barrier rather than lack of interest.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 public-bench passage, paragraph 4.

1(VIII) [2 marks]
Model answer: Installing a seat promises an opportunity to rest, but that opportunity disappears if it stays broken or unusable. Planning who will check and repair it connects design with continued use instead of treating the ceremony as the completion of responsibility.
Reasoning: Link the installation's purpose with continuing care.
Marking points: 1 mark: A broken seat defeats the purpose of installation; 1 mark: Responsibility for checks and repair must sustain that purpose.
Evidence or rule: Original Paper 14 public-bench passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]
Model answer: D
Reasoning: D finishes at 33, above every other group.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, table.

2(II) [1 mark]
Model answer: (b) A
Reasoning: A increases by 6; B 5,C 4,D 3,E 5.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, table.

2(III) [1 mark]
Model answer: 5 tasks
Reasoning: 25 − 20 = 5.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, table.

2(IV) [1 mark]
Model answer: (c) 50%
Reasoning: (18−12)÷12×100=50%;150% describes the final count as a proportion of the start, not the increase.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, definition and table.

2(V) [2 marks]
Model answer: D starts at thirty and adds only three, a ten per cent increase. A adds six, while A, C and E each grow by fifty per cent. D's high endpoint therefore reflects its larger starting count, not the largest change.
Reasoning: Compare endpoint, absolute gain and relative gain without ranking learning ability.
Marking points: 1 mark: D adds 3/10%; 1 mark: Other groups exceed it on absolute and percentage growth.
Evidence or rule: Original Paper 14 task-growth case, table.

2(VI) [1 mark]
Model answer: A, C and E.
Reasoning: A 6/12, C 4/8 and E 5/10 each equal 0.5.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, table.

2(VII) [1 mark]
Model answer: 23 tasks
Reasoning: Final total 103 minus starting total 80 equals 23.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, table.

2(VIII) [1 mark]
Model answer: Group membership, task difficulty and individual learning gains are not supplied.
Reasoning: Any one missing factor is acceptable when linked to the proposed individual judgement.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, paragraph 3.

2(IX) [1 mark]
Model answer: (a) Completed task totals before and after a four-week period.
Reasoning: The record supplies task counts and timing, not the other claimed measures.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 14 task-growth case, paragraphs 1 and 3.

Question 3 Grammar

3(I) [1 mark]
Model answer: (c) an inference about who is at the door now.
Reasoning: Will can express a confident present inference about identity; the sentence is not necessarily a future event.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: epistemic will for a present inference.

3(II) [1 mark]

Model answer: had had

Reasoning: The first had is the past-perfect auxiliary; the second is the past participle of lexical have, meaning eaten in have dinner.

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

Evidence or rule: Grammar rule: auxiliary had followed by lexical participle had.

3(III) [1 mark]

Model answer: (d) what little

Reasoning: What little means the small amount that was available, all of which is given in this context.

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

Evidence or rule: Grammar rule: what little plus an uncountable noun.

3(IV) [1 mark]

Model answer: is → are

Reasoning: Singular they refers to an individual but conventionally takes are. The earlier clause each applicant says remains singular and unchanged.

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

Evidence or rule: Grammar rule: singular they retains plural-form finite agreement.

3(V) [1 mark]

Model answer: to tell him where Mr Sen lived.

Reasoning: The main request becomes asked me to tell him; the embedded question keeps statement order and uses conventional tense backshift.

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

Evidence or rule: Grammar rule: reported request containing an embedded wh-clause.

3(VI) [1 mark]
Model answer: (b) a polite present desire.
Reasoning: Would like is a polite way to state a present wish or preference.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: would like for polite present desire.

3(VII) [1 mark]
Model answer: Check alternate pages, not every page.
Reasoning: Every other distributes the action over alternating members of a sequence; a starting page would need separate specification.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: every other plus singular noun for alternating members.

3(VIII) [1 mark]
Model answer: had completed
Reasoning: She is the agent and the task is the object. Remove been, which incorrectly combines a passive-like form with this active transitive structure.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: active past perfect with an explicit object.

3(IX) [1 mark]
Model answer: (a) the few
Reasoning: The few identifies the limited available set as a whole; a few merely selects some and few emphasises scarcity.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: the few as a definite limited total.

3(X) [1 mark]

Model answer: he had waited here.

Reasoning: I becomes he and waited becomes had waited. Here need not become there when the reporting location remains the same; the prompt explicitly retains it.

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

Evidence or rule: Grammar rule: deictic changes depend on reporting location.

3(XI) [1 mark]

Model answer: have been running

Reasoning: The form emphasises recent activity linked to a visible present effect; the running need not still be continuing at the moment of speaking.

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

Evidence or rule: Grammar rule: present perfect continuous for recent activity with a present result.

3(XII) [1 mark]

Model answer: who I was and what I wanted.

Reasoning: Both embedded questions use statement order. Are becomes was, while do-support disappears and want becomes wanted.

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

Evidence or rule: Grammar rule: parallel reported wh-questions with different auxiliary patterns.

Question 4 Formal letters

4(A) [5 marks]

Model answer: Class 10
Sunrise School
Amaltas Nagar
4 November 2026
The Principal
Sunrise School
Amaltas Nagar
Subject: An offline route for club applications
Sir/Madam,
I request an offline alternative for pupils who cannot reliably access the club application form online. A paper form available from the school office would allow them to provide the same information without depending on a connection at home. We suggest one clearly announced deadline for both routes and a receipt showing that an application has been received. The office could use the school admission number to check for duplicates before combining the records. Pupils should also know whom to contact if they need to correct a submission. This proposal does not seek extra selection advantages for either route. Kindly consider a short trial so that access difficulties do not determine who can apply.

Yours faithfully,
Isha

Reasoning: Proposal concerns access to an application route, not a changed selection entitlement.

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

Evidence or rule: Original Paper 14 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Reading Club, Sunrise School
Amaltas Nagar
4 November 2026
The Sales Manager
Bookline Supplies
Amaltas Nagar
Subject: Clarification of conflicting dictionary prices
Sir/Madam,
Our club is considering an order for six dictionaries, but your catalogue and accompanying order form show different prices for what appears to be the same edition. Before we seek approval, please confirm the exact title, edition and unit price in writing. Kindly also state whether the required quantity is available, how long the quotation remains valid and whether delivery or other charges are additional. We can send copies of both entries so that you can identify the discrepancy. We have not assumed that either printed price is correct or that an order has already been accepted. Your clarification will help us prepare an accurate purchase request.

Yours faithfully,
Meera

Reasoning: The letter seeks pre-order clarification; it does not allege dishonesty or invent an accepted price.

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

Evidence or rule: Original replacement writing situation; formal-letter rubric: supplied MS PDF 3–4.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: A reduces the original thousand rupees by thirty per cent, leaving seven hundred. B first leaves eight hundred and then removes ten per cent of that smaller amount, giving seven hundred and twenty. C first leaves nine hundred and then removes twenty per cent of that amount, also giving seven hundred and twenty. Thus B and C are equivalent here, while A is twenty rupees cheaper. Adding twenty and ten to claim a thirty per cent reduction ignores the changed base for the second calculation. The combined reduction in B and C is twenty-eight per cent of the original price. These conclusions use the stated identical item and absence of extra charges.

Reasoning: A $1000\times0.7=700$; B $1000\times0.8\times0.9=720$; C $1000\times0.9\times0.8=720$. Order does not change these two multiplicative factors.

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

Evidence or rule: Original Paper 14 successive-reduction table.

5(B) [5 marks]

Model answer: A provides a simple completion count, but books differ in length and demand, so its total should not automatically rank reading effort or understanding. B produces fewer comparable counts but asks members to explain a particular change in thinking, giving the club material for discussion. If the purpose is to encourage a broad completion habit, A may be useful with its limits stated. If the purpose is reflective conversation, B is better aligned with that aim. Neither format alone captures every aspect of reading, and a short reflection can also be superficial. The club should state its purpose and decide how responses will be discussed rather than treating one convenient measure as a complete judgement.

Reasoning: Purpose-specific recommendation; no claim that either activity guarantees learning.

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

Evidence or rule: Original Paper 14 reading-challenge cues.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (d) She feels jealous of the experience.
Reasoning: The narrator explicitly identifies jealousy.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 3 / printed 96.

6(A)(II) [1 mark]
Model answer: It expresses disapproval.
Reasoning: Use the narrated slang function rather than assuming a dictionary definition is fully understood.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 3 / printed 96.

6(A)(III) [1 mark]
Model answer: English
Reasoning: The extract explicitly names the language.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 3 / printed 96.

6(A)(IV) [2 marks]
Model answer: The children repeat the expression in a shared situation to show disapproval, although the narrator says they do not really understand its meaning. The word already performs a recognisable social action for them before they can explain its precise sense.
Reasoning: Analyse this narrated usage, not a universal theory of language learning.
Marking points: 1 mark: Shared disapproving use is established;1 mark: Narrator separates that use from precise understanding.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 3 / printed 96.

6(B)(I) [1 mark]
Model answer: The office of the Board of Education.
Reasoning: The extract supplies the institutional setting.
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 51 / chapter opening.

6(B)(II) [1 mark]
Model answer: (b) mismatched with the life she feels suited to.
Reasoning: The opening frames a discrepancy between her expected life and actual position.
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 51 / chapter opening.

6(B)(III) [2 marks]
Model answer: The language of an error of destiny and the repeated absences frame household position through disappointed hopes. Readers are introduced to a felt gap between circumstances and imagined distinction, preparing the dissatisfaction that will shape her response to later opportunities.
Reasoning: A supported reading of the opening's perspective; do not assert that wealth is an objective entitlement.
Marking points: 1 mark: Evaluative destiny/absence language identified;1 mark: It prepares dissatisfaction rather than supplying only neutral job information.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 51 / chapter opening.

6(B)(IV) [1 mark]
Model answer: but
Reasoning: The conjunction marks a contrast between the two descriptions.
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 51 / chapter opening.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: Belinda
Reasoning: The opening line attributes the cries.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 15 / printed 108.

7(A)(II) [1 mark]
Model answer: (a) a calculated military manoeuvre.
Reasoning: The elevated word gives running to a hole a mock tactical dignity.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 15 / printed 108.

7(A)(III) [1 mark]
Model answer: He ran away.
Reasoning: It indicates flight from the danger, not an attack on it.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 15 / printed 108.

7(A)(IV) [2 marks]
Model answer: Blink escapes into a mouse's hiding place, while strategically gives the retreat the sound of an organised tactical decision. The combination makes a small frightened action seem grandly purposeful, allowing the poem to expose fear through playful, mock serious language.
Reasoning: The wording is comic; do not invent an actual military plan by the mouse.
Marking points: 1 mark: Mouse hides from danger;1 mark: Strategic diction grandly recasts that retreat and creates comedy.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 15 / printed 108.

7(B)(I) [1 mark]
Model answer: The previous night, or yesternight.
Reasoning: Use the time specified in the stanza.
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: (c) only
Reasoning: Only restricts the claimed capacity to God.
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: An old religious man.

Reasoning: The poem reports a source; no name or exact religious text is supplied.

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 personal address makes the statement sound intimate and potentially gentle, even as the reported claim denies that a human lover can meet the stated ideal. The wording brings a conversational tone beside an uncompromising limit on the possibility discussed.

Reasoning: Tone is interpretative; accept a defensible reading supported by the address and claim.

Marking points: 1 mark: Personal/familiar quality of my dear;1 mark: Contrast or tension with the exclusive claim about love.

Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118.

Question 8 First Flight short answers

8(I) [3 marks]

Model answer: She recognises that rambling and leaving large spaces could make a page look full without supplying a persuasive argument. Her challenge is to justify talking through reasons. The distinction makes the essay a problem of thought and expression rather than only the production of three pages.

Reasoning: Do not assume she rejects all length requirements; analyse her stated writing strategy.

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

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

8(II) [3 marks]

Model answer: The image presents grief and complaint as something lodged painfully within a person. Drawing out the arrow figures a change in one's relation to suffering rather than the reversal of the death itself. Peace is imagined through releasing an ongoing wound, not bringing the dead back.

Reasoning: Read as a narrative teaching image, not medical advice or a demand to suppress every feeling.

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

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

8(III) [3 marks]

Model answer: The encounter adds a cultural and religious presence beyond the coffee estates, wildlife and martial traditions already described. The visitor's imagined route therefore leads towards more than one account of the region. The coloured robes become another surprise within the chapter's invitation to discover variety.

Reasoning: This is the chapter's description, not an independently verified current settlement ranking.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 8 / printed 70.

8(IV) [3 marks]

Model answer: Cell carries an association of imprisonment, making the concrete space feel like confinement rather than a neutral display area. Together with bars and restricted pacing, the word directs attention to power held within a controlled boundary. The diction shapes the reader's ethical response to the scene.

Reasoning: Accept supported alternatives; do not invent a human crime attributed to the tiger.

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

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

8(V) [3 marks]

Model answer: Fire is linked with desire through rhyme, while ice is linked with twice and suffice. Hate and great form another audible connection. These returning sounds hold the changing possibilities within one compact pattern, so the poem's turn towards a second ending does not become a separate disconnected argument.

Reasoning: The rhyme scheme is ABAABCBCB if assigned from the first end sound; no invented quotation is needed.

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 night he can eat, dress and sleep without customers or staff confronting him. In the morning, the shop assistants return and he must flee, shedding clothes to become invisible again. His apparent security depends on an empty commercial space whose ordinary working routine inevitably resumes.

Reasoning: Do not assert that the shop staff consented to his stay.

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 39–40 / printed 27–28.

9(II) [3 marks]

Model answer: The bird in his test eats monarchs and refuses ordinary bird food, giving a particular observation rather than a universal account of birds. The chapter then notes later research supporting the copying idea. Its sequence prevents one limited feeding result from settling the broader question permanently.

Reasoning: Use the chapter's qualified account; do not certify a current biological theory from this narrative alone.

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 47 / printed 35.

9(III) [3 marks]

Model answer: The Tehsildar tells Ramlal that his official position requires him to set an example by sending his daughters. Ramlal lacks courage to disobey, while the family chooses Bholi for dismissive reasons. The decision therefore includes external pressure and prejudice rather than a straightforward educational commitment.

Reasoning: Distinguish the father's official pressure from the mother's marriage calculation.

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 67 / printed 55.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: A Baker from Goa draws readers into remembered childhood through a first-person voice, familiar sounds and playful explanations of household routines. Coorg speaks more like an inviting travel account, moving through landscape, activities and cultural encounters that a visitor might experience. Tea from Assam uses a third-person journey and conversation between classmates, letting information emerge through Rajvir's enthusiasm and the replies of his companions. The three pieces therefore do not offer one uniform voice describing interchangeable places. Personal recollection, direct invitation and a narrated dialogue give readers different routes into regional life. Their variety helps the collection join sensory experience and information without reducing every glimpse to the same form of description.

Reasoning: All three narrative approaches must be distinguished and supported; do not claim that the first-person memories are the third-person narrator's own experiences.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 2–3,6–8,10–12 / printed 64–65,68–70,72–74.

10(B) [6 marks]

Model answer: The bus carries Valli through changing scenes and gives her an opportunity to choose a temporary journey beyond her familiar street. The window frames her view, but the vehicle moves and she can complete her planned return. The tiger's cage instead confines movement to a few steps while the poem imagines a wider life beyond the bars. Both spaces organise a relation between an inside and an outside, yet they do not have the same function or moral meaning. Valli's enclosed position enables a chosen experience, whereas the tiger's enclosure restricts the freedom the poem evokes. The comparison needs to preserve that difference rather than treat every boundary as identical imprisonment.

Reasoning: Do not equate a chosen bus ride with an animal's captivity.

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

Evidence or rule: FIRST_FLIGHT/jeff107.pdf PDF 3–5,10–11 / printed 96–98,103–104; jeff102.pdf PDF 14 / printed 29.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: At the ball, Mathilde receives admiration for an elegant appearance made possible by borrowed jewellery. The spectators do not know the insecurity or mistaken assumptions behind that display. At the wedding, some guests condemn Bholi as shameless when she refuses a greedy demand, judging her through expectations of compliance and family honour. The reader has grounds to question both audiences: visible splendour is not proof of secure status, and public disapproval is not proof of moral failure. The scenes show social judgement being produced collectively through appearances and conventions. Their contrast asks readers to examine the standards of the watching crowd rather than adopt applause or condemnation as a reliable verdict.

Reasoning: Use the particular crowds; do not invent that every character shares one judgement.

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 54 / printed 42; PDF 72–73 / printed 60–61.

11(B) [6 marks]

Model answer: The crew does not merely announce that books are unfamiliar. Oop bites a corner and performs uncomfortable chewing, the others hold books to their ears, and later they swallow supposed intelligence vitamins with exaggerated bodily reactions. These actions turn mistaken categories and hopes for an instant solution into visible comedy. The audience can compare familiar objects with the inappropriate uses being attempted. Props and stage directions therefore carry much of the misunderstanding instead of leaving it in an explanatory speech. The vitamin episode belongs to the play's absurd world; it does not establish that real understanding comes from swallowing something. Their repeated activity makes ignorance energetic and theatrical rather than simply an absence of action.

Reasoning: Refer to stage directions, not a factual claim about real vitamins or extraterrestrial biology.

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 80–83 / printed 68–71.