Paper 16 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-PAPER16
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 16 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: (d) That visible performance depends on less celebrated contributions.

Reasoning: The writer broadens recognition without diminishing performers.

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

Evidence or rule: Original Paper 16 shared-event work passage, paragraph 1.

1(II) [1 mark]

Model answer: Checking a cable, opening a gate, arranging a safe route or replacing a chair.

Reasoning: Any one task is sufficient.

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

Evidence or rule: Original Paper 16 shared-event work passage, paragraph 1.

1(III) [1 mark]

Model answer: conceal

Reasoning: Successful prevention can hide its own preparation.

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

Evidence or rule: Original Paper 16 shared-event work passage, paragraph 2.

1(IV) [2 marks]

Model answer: When a room is ready and problems do not occur, users may see only an apparently effortless result. The planning and judgement that prevented difficulties remain unnoticed precisely because the preparation worked and no visible crisis demanded attention.

Reasoning: Successful prevention need not produce a conspicuous event.

Marking points: 1 mark: Smooth result appears effortless; 1 mark: Preventive judgement remains unnoticed because no crisis occurs.

Evidence or rule: Original Paper 16 shared-event work passage, paragraph 2.

1(V) [1 mark]

Model answer: (b) It makes appreciation more specific and accurate.

Reasoning: Specific recognition goes beyond a ceremonial name list.

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

Evidence or rule: Original Paper 16 shared-event work passage, paragraph 3.

1(VI) [1 mark]
Model answer: False
Reasoning: Participation must be supervised and appropriate.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 shared-event work passage, paragraph 4.

1(VII) [1 mark]
Model answer: (c) Which useful arrangement should be repeated?
Reasoning: The review preserves practical knowledge as well as recognising people.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 shared-event work passage, paragraph 5.

1(VIII) [2 marks]
Model answer: A successful occasion may have relied on one person accepting an exhausting workload. Thanking that person acknowledges the contribution but does not fix the arrangement. Fairer future planning must distribute responsibilities and provide adequate time rather than reproduce the overload.
Reasoning: Recognition and a workable distribution are related but distinct.
Marking points: 1 mark: Success may conceal overload; 1 mark: Future responsibilities/time need practical adjustment.
Evidence or rule: Original Paper 16 shared-event work passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]
Model answer: Station 3: checking.
Reasoning: Its capacity 30 is the smallest required capacity.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(II) [1 mark]
Model answer: (a) 30 packs per hour.
Reasoning: Every completed pack must pass the 30-capacity check.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(III) [1 mark]
Model answer: 40
Reasoning: Read station 4, not the initial bottleneck.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(IV) [1 mark]
Model answer: (d) Sealing
Reasoning: The unchanged 40 sealing capacity is then smallest.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(V) [2 marks]
Model answer: Once checking can handle fifty packs, sealing still handles only forty. Every finished pack must pass that stage, so it becomes the new limit. Improving one station removes the old bottleneck without removing all other capacity restrictions.
Reasoning: Compare all required stages after the intervention.
Marking points: 1 mark: Sealing remains 40; 1 mark: Every pack requires it, so fifty cannot be sustained.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(VI) [1 mark]
Model answer: 10 packs per hour
Reasoning: 40−30=10, not 50−30.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(VII) [1 mark]
Model answer: Each pack passes all five stations; they are not separate producers of finished packs.
Reasoning: Adding would count processing stages as distinct final products.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(VIII) [1 mark]
Model answer: Breaks, movement between stations or start-up timing.
Reasoning: Any stated omitted factor is acceptable.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

2(IX) [1 mark]
Model answer: (b) Leave it at thirty.
Reasoning: Checking would still constrain the required sequence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 16 pack-line model, table and stated assumptions.

Question 3 Grammar

3(I) [1 mark]
Model answer: (c) do
Reasoning: Auxiliary do can add emphasis to an affirmative present statement.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: emphatic affirmative do.

3(II) [1 mark]

Model answer: (b) The first links to an unfinished current period; the second names a finished past period.

Reasoning: Both count completed calls, but their time frames differ.

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

Evidence or rule: Grammar rule: present perfect current period versus simple past finished period.

3(III) [1 mark]

Model answer: (a) about half of

Reasoning: Half can quantify mass flour; the others do not fit this noun phrase.

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

Evidence or rule: Grammar rule: fractional mass quantity with approximate modifier.

3(IV) [1 mark]

Model answer: are

Reasoning: Two separate referents form a plural subject; repeated the and explicit meaning rule out one dual-role person.

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

Evidence or rule: Grammar rule: two separately identified coordinated referents.

3(V) [1 mark]

Model answer: to read the instructions before I began.

Reasoning: The command becomes to read; you becomes I and begin conventionally backshifts.

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

Evidence or rule: Grammar rule: reported command with ordered time clause.

3(VI) [1 mark]

Model answer: (d) a past failure or resistance to opening.

Reasoning: Would not can describe persistent failure/resistance, even with an inanimate subject.

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

Evidence or rule: Grammar rule: would not for past resistance.

3(VII) [1 mark]
Model answer: much → many
Reasoning: Pupils are plural countable; twice as many compares their number.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: multiplicative count comparison twice as many.

3(VIII) [1 mark]
Model answer: has
Reasoning: A short answer echoes the perfect auxiliary, without repeating the main verb.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: perfect auxiliary in elliptical short answer.

3(IX) [1 mark]
Model answer: (c) The other visitors
Reasoning: The definite article makes the remaining group identifiable from context.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: other indefinite addition versus the other definite remainder.

3(X) [1 mark]
Model answer: not to touch the switch
Reasoning: Only one infinitival to is required; conventional negative placement is not to.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: single infinitive marker after reported negative command.

3(XI) [1 mark]
Model answer: A strong possibility.
Reasoning: May well evaluates likelihood, rather than granting permission.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: may well epistemic likelihood.

3(XII) [1 mark]
Model answer: why I had not signed.
Reasoning: Statement order and past-perfect backshift retain the negative. Accept why I had not signed it only if it is contextually supplied; it is not required.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: negative perfect wh-question reported.

Question 4 Formal letters

4(A) [5 marks]
Model answer: Event Committee
Sunrise School
Amaltas Nagar
4 November 2026
The Principal
Sunrise School
Amaltas Nagar
Subject: A fair preparation schedule for the exhibition
Sir/Madam,
Our last exhibition succeeded, but much of the preparation fell to one helper after several late requests. I request a clearer duty schedule for the next event. We could first consult the staff involved about the time and skills each task requires. A shared list should identify one responsible person for each duty, a realistic deadline and someone to contact if plans change. Pupils could assist with suitable supervised tasks while specialised work remains with qualified adults. Please allow us to prepare the list early enough for everyone to comment. A brief review afterwards could record useful arrangements and prevent exceptional effort from becoming an expectation placed on the same person every year.

Yours faithfully,
Pooja
Reasoning: Proposal changes working arrangements instead of substituting praise for time.
Marking points: 1 mark: Format; 2 marks: Relevant content; 1 mark: Organisation; 1 mark: Accuracy.
Evidence or rule: Original Paper 16 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Science Club
Sunrise School
Amaltas Nagar
4 November 2026
The Workshop Organiser
Community Learning Centre
Amaltas Nagar
Subject: Clarification of materials for the workshop
Sir/Madam,
Our club plans to attend your workshop, but the notice asks participants to bring materials without identifying them. Kindly send an itemised list showing the quantity needed per pupil or group and indicate which items the centre will provide. Please also clarify whether participants may share equipment and whether any specialised tools must be handled only by the instructor. This information will help us prepare without buying unnecessary items or arriving without essentials. If particular substitutes are acceptable, please name them. We would appreciate the list before our teacher confirms the final arrangements. Kindly include a contact for further questions so that all participating pupils receive the same instructions rather than relying on different guesses.

Yours faithfully,
Kavya

Reasoning: Enquiry seeks concrete preparation details rather than inventing the missing list.

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

Evidence or rule: Original Paper 16 writing task; official MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: B best matches the committee's two stated needs because roles are agreed early and later alterations have a common record. A concentrates requests around an unnamed helper, leaving both responsibility and workload unclear. C identifies people but waits until opening and supplies no contact for revision, so its list may not help when arrangements change. B's change log is useful only if someone maintains it and affected people receive updates. The committee should therefore agree who records decisions and how they are communicated. Under those conditions, B provides a more workable process than either unlimited verbal requests or a late list treated as permanently complete.

Reasoning: Recommendation evaluates allocation plus revision process, with implementation conditions.

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

Evidence or rule: Original Paper 16 duty-plan table.

5(B) [5 marks]

Model answer: The first notice sounds flexible but leaves volunteers unsure what help involves or how to respond. The revision supplies defined tasks, a decision deadline, a time commitment and a contact for difficulty. These details make it easier for someone to judge whether a contribution is possible rather than treating willingness as unlimited availability. The revision also gives the coordinator a basis for planning. However, clarity does not guarantee that enough people will volunteer, and the stated durations may need checking against actual work. The stronger notice supports an informed decision and a route for communication; it should be followed by confirmation of roles rather than interpreted as proof that every task is already covered.

Reasoning: Assess communicative effect, not unsupported recruitment success.

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

Evidence or rule: Original Paper 16 volunteer-notice comparison.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (b) They are beings subject to death.
Reasoning: Mortality is the quality central to the teaching.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 2–3 / printed 112–113.

6(A)(II) [1 mark]
Model answer: The Buddha.
Reasoning: The introductory clause identifies the speaker.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 2–3 / printed 112–113.

6(A)(III) [1 mark]
Model answer: Troubled or brief.
Reasoning: Either adjective is directly supplied.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 2–3 / printed 112–113.

6(A)(IV) [2 marks]
Model answer: The language refers to mortals, those born and living beings rather than naming only Kisa Gotami's child. Those general expressions place her bereavement within a shared condition, so the teaching addresses life beyond the experience of one household.
Reasoning: Analyse scope of address; no claim that individual grief is unreal.
Marking points: 1 mark: General terms identified; 1 mark: Shared condition expands focus beyond her household.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 2–3 / printed 112–113.

6(B)(I) [1 mark]

Model answer: The teacher.

Reasoning: The narration immediately identifies the voice.

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 69 / printed 57.

6(B)(II) [1 mark]

Model answer: (c) a friendly suggestion.

Reasoning: Its social force is specified despite its imperative wording.

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 69 / printed 57.

6(B)(III) [2 marks]

Model answer: The soft voice gives Bholi a kindness she has not known before. Her emotional response shows that recognition depends on manner as well as words, preparing her to respond rather than remain hidden in fear.

Reasoning: The narrator reports her felt novelty, not a general guarantee from one utterance.

Marking points: 1 mark: Unfamiliar kind manner; 1 mark: Emotional recognition supports response instead of fear.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 69 / printed 57.

6(B)(IV) [1 mark]

Model answer: She gets up.

Reasoning: The final sentence records the response.

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 69 / printed 57.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: The cracks in the veranda floor.
Reasoning: The first three lines identify the physical hold.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

7(A)(II) [1 mark]
Model answer: (d) work, strain, exertion
Reasoning: Each selected word denotes labour or pressure.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

7(A)(III) [1 mark]
Model answer: long-cramped
Reasoning: The compound combines duration and constriction.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

7(A)(IV) [2 marks]
Model answer: The roots work before the next line completes their action, and the phrase continues to the veranda floor. This flowing syntax carries the reader across boundaries, supporting sustained activity rather than a series of neatly closed statements.
Reasoning: Enjambment is the carrying of syntax across line endings; analyse this formal feature rather than only naming effort.
Marking points: 1 mark: A precise syntax-over-line-break example; 1 mark: Explanation of continuing movement or sustained activity.
Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15 / printed 77.

7(B)(I) [1 mark]
Model answer: Nails
Reasoning: The first line says not to bite her nails.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(B)(II) [1 mark]
Model answer: (a) a series of corrective instructions.
Reasoning: The negative and affirmative imperatives regulate conduct.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(B)(III) [1 mark]
Model answer: Sit up straight.
Reasoning: The third line specifies the desired posture.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(B)(IV) [2 marks]
Model answer: Amanda's name returns after each direction and occupies a final line by itself. The repeated address makes the correction sound insistent and difficult to escape, keeping attention fixed on the child even as the particular bodily instruction changes.
Reasoning: A supported effect of sound/address; do not invent Amanda's spoken reply.
Marking points: 1 mark: Name repeatedly/finally isolated; 1 mark: Insistent focus or pressure explained.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: He closes his eyes and makes himself appear to be falling asleep, yet his family still pays no attention. The performance shows him trying to affect their response without leaving the ledge, while his continuing hunger exposes the failure of that strategy.
Reasoning: Distinguish pretence from actual sleep and avoid attributing an explicitly stated plan beyond the behaviour.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 2–3 / printed 33–34.

8(II) [3 marks]

Model answer: After the hail destroys the crop, the family fears having no food for the year. Their confidence in divine help answers that material fear by locating hope beyond the ruined field. The contrast shows desperation and faith together, rather than proving that hunger cannot actually occur.

Reasoning: Treat the assurance as the family's belief, not a universal factual guarantee.

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

Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 4–5 / printed 4–5.

8(III) [3 marks]

Model answer: The small figures moving among orderly bushes are seen from the travelling observer's distant view. Doll-like conveys their apparent scale within the landscape, not their actual age or size. The simile turns a broad plantation prospect into an arranged visual scene containing active people.

Reasoning: Do not infer that the workers are children or literal dolls.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 10 / printed 72.

8(IV) [3 marks]

Model answer: After weapons, grog and missed bullets, the short account of swallowing abruptly ends the elaborate threat. Every bit makes the victory comically complete, replacing a prolonged heroic duel with a dragon's appetite. The exaggerated violence belongs to the humorous ballad rather than a realistic report of combat.

Reasoning: No invented fight stages beyond the poem.

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

Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 15 / printed 108.

8(V) [3 marks]

Model answer: The recurring verb returns the reader to movement within the cage after the imagined outdoor scenes. Its repetition makes pacing feel persistent and circular, while the stated length remains a boundary. Motion continues, but it does not become a journey towards a different place.

Reasoning: Analyse recurring action and arrangement rather than repeat the quiet-rage interpretation.

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

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

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: He explains the changing name as a way of staying ahead of former employers and the police. Identity initially functions as a tool of evasion rather than a stable introduction. That context makes his apparently casual self-presentation to Anil part of an established criminal practice.

Reasoning: Do not assume Hari is his verified birth name.

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 20 / printed 8.

9(II) [3 marks]

Model answer: Receiving the invitation does not satisfy Mathilde because attending in an acceptable appearance seems to require a dress and jewellery. The occasion therefore creates new needs in her view instead of functioning as a complete gift. Loisel must respond to expectations that the printed invitation alone cannot meet.

Reasoning: Separate social expectations from an official dress-price requirement.

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 52–53 / printed 40–41.

9(III) [3 marks]

Model answer: Seeing girls of her own age makes Bholi hope that one may become a friend. When she struggles to say her name, their laughter instead intensifies her shame. The same peer setting therefore offers possible belonging and immediate vulnerability, making the teacher's contrasting kindness especially important.

Reasoning: Distinguish her hope from an already established friendship.

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 69 / printed 57.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: Valli gathers practical figures about fare, distance and duration so that a desired journey can become a plan. Her savings connect those numbers with choices she makes before travelling. Lencho calculates the help he needs after the hailstorm and asks for one hundred pesos. When seventy arrive, the numerical shortfall becomes the basis for his suspicion of the postal workers. In both stories, numbers organise a character's response to a difficult situation, but they do not guarantee a complete understanding. Valli's information supports a chosen experience, whereas Lencho's subtraction is accurate while the explanation he attaches to the missing amount misidentifies the people who helped him.

Reasoning: No need to resolve Valli's conflicting arrival times; do not equate correct arithmetic with correct attribution.

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

Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 3,7 / printed 96,100; jeff101.pdf, PDF 5–7 / printed 5–7.

10(B) [6 marks]

Model answer: The characters repeatedly use affectionate or respectful expressions while advancing incompatible property claims and personal attacks. Chubukov's precious and darling do not keep the argument calm; their apparent tenderness sits beside refusals and accusations. Lomov's attempts to sound reasonable similarly give way to anger. On stage, the mismatch allows the audience to hear manners being performed even as neighbourly relations collapse. It is not necessary to treat every polite word as sincere reconciliation. The language helps expose a social world in which marriage and civility are valued outwardly while possessiveness and wounded pride repeatedly control the conversation. The comedy grows from that contradiction between verbal courtesy and argumentative conduct.

Reasoning: Text-supported irony of address, not a claim about all politeness.

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

Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 7–10 / printed 126–129.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Horace's fingerprints on the safe become evidence connecting him to the burglary, even though the woman who directed him escapes that consequence. His expertise with objects does not protect him once he handles the safe without gloves. In The Thief's Story, the damp notes allow Hari to infer that Anil knows about the theft and return. The money carries traces of the night's events, but the response is quiet rather than a public prosecution. Both narratives make material objects bear information about concealed actions. Their outcomes differ because evidence is interpreted and acted upon within different relationships; an incriminating trace does not automatically produce one identical moral or institutional response.

Reasoning: Anil's knowledge is inferred from the damp note and behaviour; no invented confession.

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

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 35–36 / printed 23–24; PDF 24–25 / printed 12–13.

11(B) [6 marks]

Model answer: The X-ray photographs connect with Ebright's earlier findings and prompt a possible explanation of cell life. Working with Wong, he then draws pictures and builds plastic models to show how the proposed process could happen. Those representations make relations in the idea communicable rather than leaving them entirely in one researcher's mind. The paper gives the proposal an organised written form, and the later experiments address testing rather than simply celebrating its announcement. These steps distinguish having an insight, representing it and establishing whether it is correct. The chapter's conditional account of the theory must remain conditional: models and publication make a claim available for examination but do not by themselves guarantee its truth.

Reasoning: Textual account of research and communication, not external confirmation of the theory or current publication history.

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 48–49 / printed 36–37.