Paper 01 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-PAPER01
Role: AK | Version: 3.0.0
TEACHER COPY — keep separate from the student question paper.
The reading passages and assessment datasets are original. Travel, library and club 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 01 is a PAUL ACADEMY practice paper. The supplied syllabus has a year-heading conflict. Textual checks use the saved revised First Flight chapters and supplied Tripura supplementary adaptation. Source-edition qualifications and marking-policy notes are recorded in the separate teacher moderation report and retained alongside this final production series. No newly invented textbook quotation is used.

Question 1 Discursive reading

1(I) [1 mark]

Model answer: (b) Repair can build shared knowledge and more thoughtful habits.

Reasoning: (b) connects shared learning with informed care. (a) conflicts with the long-term measure of success; (c) excludes the purchasing implications of paragraph 5; (d) mistakes reduced waste and thoughtful choice for lowering retail prices.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

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

1(II) [1 mark]

Model answer: responsible judgement and concern for safety

Reasoning: Refusal can be an act of care; it is not necessarily lack of skill or commitment.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 1, paragraph 2.

1(III) [1 mark]

Model answer: resourceful

Reasoning: Resourceful describes practical ingenuity. Experienced describes accumulated practice, not precisely the requested quality.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 1, paragraph 3.

1(IV) [2 marks]

Model answer: A slower session may give a beginner a usable skill instead of leaving all the work to an expert. Although fewer objects are repaired immediately, shared knowledge and confidence enable more independent action in the future.

Reasoning: The comparison distinguishes immediate output from lasting learning. Both the learning process and its future benefit are needed.

Marking points: 1 mark: A beginner learns by participating rather than merely watching; 1 mark: The resulting skill/confidence has lasting value beyond the session.

Evidence or rule: Original Q 1, paragraph 3.

1(V) [1 mark]

Model answer: (d) Rotate responsibilities and maintain shared records.

Reasoning: (d) distributes responsibility and preserves shared knowledge. (a) concentrates responsibility; (b) improves resources without distributing leadership; (c) prioritises publicity and complexity rather than continuity.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 1, paragraph 4.

1(VI) [1 mark]

Model answer: False

Reasoning: The final paragraph explicitly rejects the claim that buying something new is always wrong.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 1, paragraph 5.

1(VII) [1 mark]

Model answer: (a) Able to continue reliably over time.

Reasoning: (a) fits the discussion of continuity. (b), (c) and (d) concern publicity, cost and equipment, none of which defines organisational durability.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 1, paragraph 4.

1(VIII) [2 marks]

Model answer: Repairing an object can reveal whether its design allows maintenance. A buyer may then weigh convenience against durability, safety and spare parts, choosing with greater awareness rather than assuming that replacement is the only sensible response.

Reasoning: The answer must connect a repair experience with a changed purchasing criterion; it need not demand that every purchase be avoided.

Marking points: 1 mark: Repair reveals maintainability or design limitations; 1 mark: Later buying decisions consider durability, safety, spare parts or informed care.

Evidence or rule: Original Q 1, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]

Model answer: 60 students

Reasoning: 30% of 200 = 60. Use the September percentage, not the August figure.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2 table: Walking, September.

2(II) [1 mark]

Model answer: (c) Private car

Reasoning: Private car fell by 13 percentage points, compared with Other by 2. Bus was unchanged and cycling increased.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2 table.

2(III) [1 mark]

Model answer: 15

Reasoning: 45 − 30 = 15 percentage points. A 50% relative increase is a different measure, not the requested unit.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2 table and paragraph 3.

2(IV) [1 mark]

Model answer: (a) School-bus travel represented 35% of respondents on both days.

Reasoning: (a) is explicitly tabulated. (c) requires individual transition data; (b) extends beyond the surveyed group; (d) claims permanence without follow-up.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2, paragraphs 1 and 3, and table.

2(V) [2 marks]

Model answer: The two survey days had different weather, which could influence travel choices independently of the trial. There was also no comparison school without the programme, so the observed change cannot be confidently separated from other influences.

Reasoning: These are limitations of causal inference. Also accept the absence of individual transition records as a separate, defensibly explained limitation.

Marking points: 1 mark: Weather differed or another relevant uncontrolled influence is identified from the passage; 1 mark: No comparison school, or no individual transition data, is identified and connected to the causal limitation.

Evidence or rule: Original Q 2, paragraph 3.

2(VI) [1 mark]

Model answer: an encouraging association

Reasoning: Association records a pattern of change together; it does not by itself prove a cause.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2, paragraph 3.

2(VII) [1 mark]

Model answer: 20 students

Reasoning: (35% − 25%) × 200 = 20 students. An answer of 10 alone confuses percentage points with students.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2 table.

2(VIII) [1 mark]

Model answer: The same 200 students answered the same question on both specified days.

Reasoning: Accept either the same respondent group/base or the same single-category question. Do not accept a claim that weather was controlled.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2, paragraph 1.

2(IX) [1 mark]

Model answer: (d) Repeat the survey in different months before judging persistence.

Reasoning: (d) tests whether the pattern lasts. (b) overgeneralises, (c) changes the measure, and (a) assumes transition information that was not collected.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Original Q 2, paragraph 3.

Question 3 Grammar

3(I) [1 mark]

Model answer: (b) had prepared

Reasoning: Past perfect marks the preparation completed before another past event. Present perfect, future and present progressive do not fit the stated past sequence.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: past perfect for the earlier of two past events.

3(II) [1 mark]

Model answer: to return the atlas that day.

Reasoning: Complete the supplied opening with to return the atlas that day. A reported request uses object + to-infinitive. Today changes to that day in this later report. A that-clause does not fit immediately after the supplied object Riya.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: reporting requests; to-infinitive and time-reference adjustment.

3(III) [1 mark]

Model answer: (c) little

Reasoning: Time here is uncountable, so little fits the limited quantity. Few, many and several require countable plural nouns.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: determiners with uncountable nouns.

3(IV) [1 mark]

Model answer: she had finished the poster the previous day.

Reasoning: A past reporting verb conventionally backshifts past simple to past perfect; I becomes she and yesterday becomes the previous day. Accept the day before.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: reported statements, tense backshift and time reference.

3(V) [1 mark]

Model answer: have → has

Reasoning: Each is the singular head of the subject; the plural noun within of the volunteers does not control the verb.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: subject–verb concord with each of + plural noun.

3(VI) [1 mark]

Model answer: (d) must

Reasoning: Must expresses obligation. May grants permission, might suggests possibility, and could suggests possibility or ability; none states the compulsory rule.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: modals expressing obligation.

3(VII) [1 mark]

Model answer: was → were

Reasoning: With neither…nor joining subjects of different number, the verb agrees here with the nearer plural subject players.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: subject–verb concord with neither…nor.

3(VIII) [1 mark]

Model answer: whether he had visited that museum before.

Reasoning: Use whether or if with statement word order; present perfect backshifts to past perfect. You becomes he and this museum becomes that museum in the stated later report from another location. Accept if he had visited that museum before.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: reported yes/no question, pronouns, tense and context-dependent demonstratives.

3(IX) [1 mark]

Model answer: (a) an

Reasoning: Umbrella begins with a vowel sound, so an introduces an unspecified singular umbrella. (b) is phonologically wrong; many requires a plural countable noun; much requires an uncountable noun.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: indefinite article before a vowel sound.

3(X) [1 mark]

Model answer: boils

Reasoning: The simple present expresses a general scientific fact; singular mass noun water takes the third-person singular verb.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: simple present for general truths; singular subject–verb agreement.

3(XI) [1 mark]

Model answer: (b) can

Reasoning: Can expresses present ability. Must expresses obligation, should advice or expectation, and might possibility rather than the specified ability.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: modal can for present ability.

3(XII) [1 mark]

Model answer: not to touch the wet paint.

Reasoning: A negative command is reported with object + not to + base verb. No tense change is needed within the infinitive.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Grammar: reported negative commands.

Question 4 Formal letters

4(A) [5 marks]

Model answer: 14 Lake Road
Nayanagar
2 November 2026

The Municipal Librarian
Central Public Library
Nayanagar

Subject: Request for accessible library entry

Sir/Madam,
I am a Class 10 student and a regular visitor to the public library. The entrance has three steps and no ramp, which makes independent access difficult for wheelchair users and some elderly readers. A building intended to share knowledge should be welcoming to everyone. Please arrange an access audit and provide a suitable ramp or another safe, accessible entrance, designed with professional guidance. Clear signs and an accessible route inside would also help visitors. I request that you consult affected readers and publish a practical timetable for the work. Students would be willing to help collect suggestions through a short feedback form. Kindly inform residents about the proposed action.

Yours faithfully
Aditi

Reasoning: The letter identifies an access barrier, explains its effect respectfully and requests feasible action without claiming an invented legal requirement. Adit and other reasonable formal layouts are acceptable. The model's body is counted separately for editorial checking; this is not a new official counting rule.

Marking points: 1 mark: Appropriate formal-letter format: sender/date/recipient, subject, salutation and close; 2 marks: Relevant problem and impact, practical accessibility request and request for action/response; 1 mark: Logical paragraphing and coherent formal tone; 1 mark: Accurate grammar, spelling and punctuation.

Evidence or rule: Original situation; rubric from supplied MS pp. 3–4.

4(B) [5 marks]
Model answer: Sunrise School
Nayanagar
2 November 2026

The Principal
Sunrise School
Nayanagar

Subject: Request to improve drinking-water facilities

Sir/Madam,
I wish to draw attention to the shortage of working drinking-water taps in our school. At present, long queues form during the short lunch break, leaving some students little time to eat. The difficulty is especially noticeable near the senior classrooms. Kindly arrange an inspection of the taps and prompt repair of those that are damaged. Regular cleaning and a clearly displayed maintenance schedule would help keep the facility dependable. Additional refill points may be considered after assessing demand. Students can assist by reporting leaks and avoiding wastage. I request that a staff member monitor the arrangements and share an update at the next assembly. Thank you for considering this concern.

Yours faithfully
Riya
Class 10
Reasoning: The response states a specific school concern, its effect and practical remedies. Do not require the exact suggestions or date used in the model. Riyan is equally acceptable.
Marking points: 1 mark: Appropriate formal-letter format; 2 marks: Clear shortage/impact, repair and maintenance suggestions, and courteous action request; 1 mark: Logical sequence and suitable formal tone; 1 mark: Accurate grammar, spelling and punctuation.
Evidence or rule: Original situation; rubric from supplied MS pp. 3–4.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: The library data show growth in all three activities between January and April. Book borrowing remained the most widely used service, rising from 80 to 110 users, while the reading circle doubled from 30 to 60. Digital-resource use increased more moderately, from 50 to 70. Borrowing and the reading circle therefore gained the same number of users, although the circle achieved the stronger proportional rise. Future support should protect the popular borrowing service while helping the expanding reading circle sustain its growth. Digital provision should also continue. Since students may use several services, adding the figures cannot establish the number of different students reached, and the table alone does not explain the increases.

Reasoning: The model compares absolute and relative changes, proposes a justified balance and acknowledges overlap. Do not infer unique readership or causal effects. Any defensible priority supported by the figures is acceptable.

Marking points: 2 marks: Accurate selection/comparison of the figures and a supported interpretation/recommendation; 2 marks: Coherent analytical paragraph with overview, linked comparisons and conclusion; no heading; 1 mark: Accurate language.

Evidence or rule: Original Q 5 A table; analytical rubric supplied MS pp. 4–5.

5(B) [5 marks]

Model answer: The peer reading circle is the stronger pilot for a school prioritising broad participation and protected revision time. It welcomes all 120 students, requires no equipment spending and takes only 45 minutes weekly. The podcast club offers valuable audio-editing experience, but its 30 initial places limit access, while the longer weekly commitment and equipment cost create additional demands. Both activities have teacher support, so mentorship alone does not distinguish them. However, the reading circle depends on two trained facilitators; the school should secure their availability before starting. On balance, it meets the stated priorities more closely, while the podcast club could be considered later if resources and student schedules permit.

Reasoning: This is a contextual recommendation, not a claim that reading is inherently superior to podcasting. The answer weighs access, time, cost and skills, then qualifies its recommendation.

Marking points: 2 marks: Accurate comparison tied to the two priorities; reasoned recommendation and limitation; 2 marks: Connected analytical paragraph with balanced judgement and no heading; 1 mark: Accurate language.

Evidence or rule: Original Q 5 B cues; analytical rubric supplied MS pp. 4–5.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]

Model answer: (c) Lomov's reference to receiving land from relatives.

Reasoning: (c) explicitly concerns property received from relatives. The other details concern appearance, a possible event and physical discomfort.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: The Proposal — FIRST_FLIGHT/jeff109.pdf, PDF 5–6 / printed 124–125. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

6(A)(II) [1 mark]

Model answer: He presents the acquaintance as an honour.

Reasoning: Privilege is deferential here; it frames familiarity as something valued rather than an inconvenience or entitlement.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: The Proposal — FIRST_FLIGHT/jeff109.pdf, PDF 5–6 / printed 124–125. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

6(A)(III) [1 mark]

Model answer: aside

Reasoning: An aside conventionally lets the audience hear a character's private remark without treating it as normal dialogue addressed to the other character.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: The Proposal — FIRST_FLIGHT/jeff109.pdf, PDF 5–6 / printed 124–125. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

6(A)(IV) [2 marks]

Model answer: Lomov promises brevity but immediately begins a detailed family history. The mismatch between his announced intention and his actual speech makes him appear awkwardly overformal, creating humour while delaying the purpose of his visit.

Reasoning: This is an original interpretation grounded in the adjacent lines, not a copied specimen value point.

Marking points: 1 mark: Identifies the contradiction between promised brevity and extended family explanation; 1 mark: Connects the mismatch with humour, overformality or delayed communication.

Evidence or rule: The Proposal — FIRST_FLIGHT/jeff109.pdf, PDF 5–6 / printed 124–125. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

6(B)(I) [1 mark]

Model answer: Laugh at her.

Reasoning: Her belief that this teacher will not ridicule her distinguishes the encounter from the humiliation she fears.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 69 / printed 57, Bholi. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

6(B)(II) [1 mark]

Model answer: (c) The teacher encouraging Bholi.

Reasoning: The teacher is the nearby encouraging speaker. Bholi's mother, another pupil and a visitor are not the referent in this passage.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 69 / printed 57, Bholi. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

6(B)(III) [2 marks]

Model answer: The teacher praises Bholi even before she can say her full name fluently. She values the courage involved in making an effort, treating a hesitant beginning as progress instead of measuring achievement only by immediate perfection.

Reasoning: Do not describe the brief encouragement as proof that a speech difficulty has been medically cured.

Marking points: 1 mark: Recognises that praise occurs while the name is still hesitant/incomplete; 1 mark: Infers valuing effort, courage or incremental progress over immediate perfection.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 69 / printed 57, Bholi. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

6(B)(IV) [1 mark]
Model answer: soothing
Reasoning: Soothing describes the teacher's voice and its reassuring quality.
Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 69 / printed 57, Bholi. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: (a) look at me
Reasoning: (a) directly concerns directing her gaze. (c) identifies an object, (b) a condition, and (d) an instruction about eating.
Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.
Evidence or rule: Amanda! — FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

7(A)(II) [1 mark]
Model answer: A negative imperative.
Reasoning: Do not + base verb is a negative imperative. Accept prohibition/negative command when the grammatical function is clear.
Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.
Evidence or rule: Amanda! — FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

7(A)(III) [1 mark]

Model answer: No.

Reasoning: Only the addressing voice is heard in these lines. This does not prove that Amanda never speaks anywhere in the poem.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: Amanda! — FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

7(A)(IV) [2 marks]

Model answer: The reader hears instructions but no reply from Amanda, making the exchange seem one-sided. This directs attention to the speaker's demands while leaving Amanda's immediate response unstated; silence alone cannot establish agreement, guilt or deliberate defiance.

Reasoning: Accept a reasoned reading of unequal conversational space. Avoid claiming certainty about Amanda's thoughts from this extract alone.

Marking points: 1 mark: Identifies the one-sided presentation or unequal space given to the voices; 1 mark: Explains its effect while distinguishing absent speech from a certain motive.

Evidence or rule: Amanda! — FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

7(B)(I) [1 mark]

Model answer: A mirror.

Reasoning: The explicit comparison links the moon to a broken mirror.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: The Trees — FIRST_FLIGHT/jeff105.pdf, PDF 16 / printed 78. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

7(B)(II) [1 mark]

Model answer: (b) Winds rush to meet them.

Reasoning: (b) gives the wind a social action, meeting the trees. (a) addresses a listener, (d) reports breaking glass, and (c) is a comparison of moon and mirror.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: The Trees — FIRST_FLIGHT/jeff105.pdf, PDF 16 / printed 78. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

7(B)(III) [1 mark]

Model answer: In the crown of the tallest oak.

Reasoning: Crown means the upper spreading part of the tree here, not a literal royal ornament.

Marking points: 1 mark: Award for the correct response or a clearly equivalent permitted formulation.

Evidence or rule: The Trees — FIRST_FLIGHT/jeff105.pdf, PDF 16 / printed 78. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

7(B)(IV) [2 marks]

Model answer: The moon is imagined as a shattered mirror whose bright pieces appear in the oak’s crown. This links the sky with the tree through scattered light, making the moving natural scene seem visually transformed rather than literally destroying the moon.

Reasoning: The moon is not physically broken. Reward an explanation of figurative fragmentation and the connection between moonlight and foliage.

Marking points: 1 mark: Explains the figurative image of a fragmented view of moonlight among the branches; 1 mark: Connects the bright fragments with the tree’s crown or transformed visual scene.

Evidence or rule: The Trees — FIRST_FLIGHT/jeff105.pdf, PDF 16 / printed 78. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

Question 8 First Flight short answers

8(I) [3 marks]

Model answer: The fog briefly occupies the harbour and city, then leaves. Its departure makes the scene an episode of quiet observation rather than permanent ownership. The poem presents nature as mobile and temporary, reminding readers that even an apparently settled presence can pass.

Reasoning: The response interprets transience through the sequence of arrival, stillness and departure. Exact quotation is not required.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: Fog — FIRST_FLIGHT/jeff106.pdf, PDF 14 / printed 93. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

8(II) [3 marks]

Model answer: Lencho suspects the postal workers of dishonesty, yet the postmaster and his colleagues have helped him after the crop disaster. His judgement therefore misreads an act of kindness. The contrast creates irony and asks readers to recognise generosity that the recipient himself fails to see.

Reasoning: Credit the contrast between suspicion and real assistance, together with its ironic effect. Do not require an exact sum of money.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: A Letter to God — FIRST_FLIGHT/jeff101.pdf, PDF 6–7 / printed 6–7. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

8(III) [3 marks]

Model answer: Mandela comes to see that his own freedom cannot be separated from the freedom of his people. Personal comfort is insufficient while others face oppression. His understanding grows into a public responsibility, linking individual dignity with a wider struggle for equal opportunity and human rights.

Reasoning: The answer distinguishes individual wishes from collective freedom and responsibility. Accept accurate paraphrase without invented quotations.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: Nelson Mandela — FIRST_FLIGHT/jeff102.pdf, PDF 6–8 / printed 21–23. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

8(IV) [3 marks]

Model answer: Anne can discuss everyday matters with people around her, but she feels unable to share her deepest feelings with a truly intimate friend. A diary gives her a patient, private listener. Writing therefore meets an emotional need that the presence of acquaintances alone cannot satisfy.

Reasoning: Having people around is different from having a confidante. Avoid the inaccurate claim that Anne has no family or acquaintances.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: Anne Frank — FIRST_FLIGHT/jeff104.pdf, PDF 3 / printed 50. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

8(V) [3 marks]

Model answer: Outward appearances suggest courage without proving it, whereas Custard acts when danger actually arrives. His decisive defence of the household gives practical evidence of bravery. The contrast exposes the weakness of judging character by loud claims and makes conduct under pressure the more convincing measure.

Reasoning: Credit decisive action versus reputation or earlier descriptions of bravery; the explicit post-fight boasts are not earlier speeches. Accept accurate reference to the pirate.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: Custard — FIRST_FLIGHT/jeff107.pdf, PDF 14–16 / printed 107–109. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: Hari returns because his relationship with Anil offers trust, learning and the possibility of a different future. Keeping the stolen money would sacrifice those gains. His choice therefore suggests an inward change in values, rather than a calculation concerned only with escaping punishment.

Reasoning: Credit a choice of trust/learning over immediate gain and a reasoned inference of moral change.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 21–24 / printed 9–12, The Thief's Story. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

9(II) [3 marks]

Model answer: Matilda treats the necklace as a sign of wealth and social distinction, but its eventual revealed worth undermines that appearance. The contrast exposes how strongly she values prestige. Her costly response to the loss shows the danger of letting outward display govern important decisions.

Reasoning: The borrowed necklace is imitation, not literally worthless: the owner says it was worth no more than 500 francs. Contrast perceived status with actual value and the disproportionate cost of concealment/replacement. Do not require an exact monetary figure unless the question asks for it.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 53–57 / printed 41–45, The Necklace. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

9(III) [3 marks]

Model answer: Horace prepares carefully for burglary, but the young woman manipulates his fear of discovery and his assumptions about her authority. He abandons precautions and follows her instructions. His failure shows that planning is ineffective when emotional pressure and misplaced trust replace independent judgement.

Reasoning: Credit careful planning undermined by manipulation, with an actual lapse such as removing gloves if included.

Marking points: 2 marks: Relevant, accurate textual understanding with the requested explanation or inference; 1 mark: Clear, coherent expression appropriate to the response.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 33–36 / printed 21–24, A Question of Trust. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: Valli seeks independence by experiencing the bus journey she has watched with fascination. She wants to act for herself rather than remain an observer of other people's lives. Anne seeks a different kind of independence: a private space in which she can express feelings that ordinary conversation does not satisfy. Her diary allows reflection without the immediate pressure of an audience. Valli's movement is outward, into a public world, while Anne's writing creates an inward world of confidence and self-examination. Both show that independence involves more than physical freedom. It also requires the opportunity to understand one's own needs and develop a voice that is not wholly determined by others.

Reasoning: Compare Valli's outward experience with Anne's reflective self-expression. Do not require curiosity as Anne's explicit motive or equate a diary with a literal journey. Reward a different, textually justified interpretation of independence.

Marking points: 3 marks: Accurate textual evidence, developed interpretation and response to the comparison/argument; 2 marks: Coherent structure, relevant links and effective expression; 1 mark: Accurate grammar, vocabulary, spelling and punctuation.

Evidence or rule: Valli — FIRST_FLIGHT/jeff107.pdf, PDF 3–7 / printed 96–100; Anne — jeff104.pdf, PDF 3 / printed 50. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

10(B) [6 marks]

Model answer: In A Letter to God, Lencho's crisis is answered through other people's generosity. The postmaster and colleagues become a supporting community, even though Lencho misunderstands their conduct. The story exposes the distance between receiving help and recognising its human source. Mandela's account places responsibility more explicitly at the centre: his own freedom is bound to the freedom of others, so personal fulfilment demands collective action. Both texts resist the idea that an individual exists alone. However, Lencho's experience reveals an unrecognised dependence, while Mandela consciously accepts a shared struggle. Read together, the works suggest that community requires both practical solidarity and an awareness of obligations beyond the self.

Reasoning: Reward a comparison rather than two unrelated summaries. Defensible differences in the role of faith and political responsibility are acceptable; do not invent historical dates or direct quotations.

Marking points: 3 marks: Accurate textual evidence, developed interpretation and response to the comparison/argument; 2 marks: Coherent structure, relevant links and effective expression; 1 mark: Accurate grammar, vocabulary, spelling and punctuation.

Evidence or rule: Lencho — FIRST_FLIGHT/jeff101.pdf, PDF 6–7 / printed 6–7; Mandela — jeff102.pdf, PDF 6–8 / printed 21–23. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Ausable influences Max by describing a balcony that does not exist, turning a believable account into a means of ending the threat. Max acts on the story rather than checking its truth. The young woman similarly guides Horace through a convincing claim to authority, exploiting his fear and making him abandon caution. Both episodes show that confidence and plausible detail can shape another person's decisions more effectively than force. Their ethical purposes differ, however. Ausable uses deception defensively against an armed intruder, whereas the young woman uses it to further theft and shift risk onto Horace. The comparison separates cleverness as a technique from the purpose for which it is used.

Reasoning: Accept an accurately justified distinction about defensive versus exploitative deception. Horace is himself a burglar; do not turn him into an innocent householder.

Marking points: 3 marks: Accurate textual evidence, developed interpretation and response to the comparison/argument; 2 marks: Coherent structure, relevant links and effective expression; 1 mark: Accurate grammar, vocabulary, spelling and punctuation.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 27–29 / printed 15–17 and PDF 34–36 / printed 22–24, The Midnight Visitor / A Question of Trust. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.

11(B) [6 marks]

Model answer: Bholi expects ridicule, so speaking initially feels dangerous. Her teacher's soothing voice and encouragement recognise effort rather than expose weakness. That response gives her a reason to try, showing how respect can open a path that humiliation would close. Hari's relationship with Anil also offers more than material advantage: trust and the prospect of learning make an honest future imaginable. His return suggests that these possibilities have begun to matter more than immediate profit. The stories do not imply that kindness removes every difficulty at once. Instead, they show that people can change when another person treats them as capable of growth and gives them a relationship worth preserving.

Reasoning: Avoid medical claims about curing stammering or the claim that one kind act guarantees permanent reform. Accept a qualified argument that explains both examples.

Marking points: 3 marks: Accurate textual evidence, developed interpretation and response to the comparison/argument; 2 marks: Coherent structure, relevant links and effective expression; 1 mark: Accurate grammar, vocabulary, spelling and punctuation.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf (SCERT Tripura adaptation March 2020), PDF 69–70 / printed 57–58 and PDF 21–24 / printed 9–12, Bholi / The Thief's Story. Interpretive alternatives supported by the text merit credit; edition-equivalence qualification remains in the source report.