Paper 15 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-PAPER15
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 15 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) Five pupils were planting a sapling at that moment.

Reasoning: The visible event is narrower than the other claims.

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

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraph 1.

1(II) [1 mark]

Model answer: Position, distance or instant.

Reasoning: Any one stated choice suffices.

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

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraph 2.

1(III) [1 mark]

Model answer: inferred

Reasoning: Inference goes beyond naming the visible detail.

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

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraph 3.

1(IV) [2 marks]

Model answer: A photograph can accurately record one selected moment while its caption makes a wider assertion about everyone or a lasting change. The image remains genuine, but it does not supply all the evidence that the broader assertion requires.

Reasoning: Distinguish the image's authenticity from the scope of its use.

Marking points: 1 mark: Genuine selected moment; 1 mark: Broader assertion needs additional evidence.

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraphs 1 and 3.

1(V) [1 mark]

Model answer: (c) useful for different questions.

Reasoning: Each view reveals something while limiting something else.

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

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraph 2.

1(VI) [1 mark]

Model answer: False

Reasoning: Cropping may clarify a subject; its use must be examined.

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

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraph 4.

1(VII) [1 mark]

Model answer: (d) To allow a disputed interpretation to be examined.

Reasoning: Retaining context permits inspection rather than reliance on assurances.

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

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraph 4.

1(VIII) [2 marks]

Model answer: Stating the limits separates what the photograph shows from what still needs support. Readers can assess the offered evidence and identify missing information, making the argument more accountable instead of being asked to accept an unexplained sweeping conclusion.

Reasoning: An honest limit clarifies the evidential task.

Marking points: 1 mark: Visible evidence separated from wider conclusion; 1 mark: Readers can assess remaining information needs.

Evidence or rule: Original Paper 15 photograph-and-caption passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]

Model answer: 90%

Reasoning: 90÷100×100=90%.

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

Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(II) [1 mark]

Model answer: (b) 20%

Reasoning: 20÷100×100=20%.

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

Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(III) [1 mark]
Model answer: B
Reasoning: Easy:95% versus 90%; demanding:20% versus 10%.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(IV) [1 mark]
Model answer: (c) A: 82.7%
Reasoning: A has 91 successes across 110 attempts, approximately 82.7%.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(V) [2 marks]
Model answer: A attempts mostly easy tasks, whereas B attempts mostly demanding ones. Their combined percentages therefore give different weights to the two categories. B's stronger performance within each category does not guarantee the higher combined rate under these unequal mixtures.
Reasoning: Use the unequal weights, not an arithmetic contradiction.
Marking points: 1 mark: A mainly easy/B mainly demanding; 1 mark: Different mixture weights explain the aggregate reversal.
Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(VI) [1 mark]
Model answer: 10 attempts
Reasoning: Read the attempts column, not the success column.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(VII) [1 mark]
Model answer: 32.5%
Reasoning: 39÷120×100=32.5%.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(VIII) [1 mark]
Model answer: They already combine the same category attempts, so that would count them twice.
Reasoning: Totals are summaries, not additional observations.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

2(IX) [1 mark]
Model answer: (a) Account for the unequal easy/demanding mixtures.
Reasoning: The case identifies task mixture as a comparison issue.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 15 task-mixture case, table and paragraphs 1–3.

Question 3 Grammar

3(I) [1 mark]
Model answer: (b) I have a bicycle.
Reasoning: Possession is a state expressed by simple have, unlike these activity uses.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: lexical have: possession versus activity.

3(II) [1 mark]

Model answer: (c) an activity expected in a future period.

Reasoning: The form presents a projected activity and can make an enquiry about plans.

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

Evidence or rule: Grammar rule: future continuous as enquiry about projected activity.

3(III) [1 mark]

Model answer: (c) some more

Reasoning: More modifies uncountable water; some more requests an additional amount.

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

Evidence or rule: Grammar rule: additional uncountable quantity.

3(IV) [1 mark]

Model answer: is; are

Reasoning: With a lot of, agreement follows mass work versus plural count tasks.

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

Evidence or rule: Grammar rule: quantity expression agreement with mass/count complement.

3(V) [1 mark]

Model answer: not to leave until they returned.

Reasoning: A negative command uses not to. They refers to the coach without assuming gender; returned is the conventional backshift. Accept he or she if a consistent gender has been established.

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

Evidence or rule: Grammar rule: negative instruction with until clause.

3(VI) [1 mark]

Model answer: (d) If you will wait a moment, I will find the form.

Reasoning: Here will in the if-clause expresses willingness, not a neutral future prediction. The question concerns the function illustrated by the selected sentence; its modal is will.

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

Evidence or rule: Grammar rule: will for willingness inside an if-clause.

3(VII) [1 mark]

Model answer: Either permits one of the two; both includes the two together.

Reasoning: The contrast concerns permitted selection, not an invented change in the number available.

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

Evidence or rule: Grammar rule: either distributive versus both inclusive.

3(VIII) [1 mark]

Model answer: left → leave

Reasoning: Past tense is carried by did; its following lexical verb uses the base form.

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

Evidence or rule: Grammar rule: do-support direct past question.

3(IX) [1 mark]

Model answer: (a) a second chance

Reasoning: Indefinite a second means an additional chance; the second identifies an ordered member.

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

Evidence or rule: Grammar rule: indefinite ordinal additional versus definite sequence.

3(X) [1 mark]

Model answer: must not open the sealed bag.

Reasoning: Must not may remain unchanged for prohibition; it must not become did not have to, which means lack of necessity. Accept was not allowed to open the sealed bag.

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

Evidence or rule: Grammar rule: reported prohibition retained versus absence of duty.

3(XI) [1 mark]

Model answer: An expected outcome.

Reasoning: Should can express reasonable expectation; this context does not impose a moral duty on a train.

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

Evidence or rule: Grammar rule: should for expectation rather than obligation.

3(XII) [1 mark]

Model answer: who had taken the parcel and whom I had informed.

Reasoning: Who is the subject of the first question; whom is the object of the second. Both reports use statement order and past perfect; the second loses do-support. Accept who in place of whom in ordinary usage.

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

Evidence or rule: Grammar rule: reported subject and object questions with different direct structures.

Question 4 Formal letters

4(A) [5 marks]

Model answer: Exhibition Committee
Sunrise School
Amaltas Nagar
4 November 2026
Mr Dev Rao
Rao Photography
Amaltas Nagar
Subject: Permission for a school display photograph
Sir/Madam,
Our exhibition committee would like to reproduce your photograph of the courtyard planting activity in a printed display at school. We are requesting your permission before preparing the panel. The display would remain within the school and would not be uploaded or sold. Please let us know whether you agree to this use and whether you require a particular credit line, size or other condition. We would also welcome your confirmation of the date and location for an accurate caption. If permission is not available, we will select another image. Kindly send your decision to our teacher coordinator so that we can keep a clear record before printing.

Yours faithfully,
Nisha

Reasoning: A request defines intended use while leaving consent and conditions open.

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

Evidence or rule: Original Paper 15 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Class 10
Sunrise School
Amaltas Nagar
4 November 2026
The Librarian
Sunrise School
Amaltas Nagar
Subject: Lost library card and replacement procedure
Sir/Madam,
I am writing to report that I cannot find my library card after checking my bag, classroom and home. Please advise me on the procedure for recording the loss and obtaining a replacement. I can provide my admission number and any identification required by the school. Kindly also check the books recorded against my account and let me know whether any action is needed to prevent further borrowing on the missing card. I understand that replacing the card does not itself settle existing loans. Please tell me whether a form or fee is required. I will visit the library at a convenient time to confirm the record and complete the necessary steps.

Yours faithfully,
Ritu

Reasoning: Specific administrative requests avoid assuming that account obligations disappear.

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

Evidence or rule: Original Paper 15 writing task; official MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: All three captions begin with an event visible in the described image, but their additional claims differ in evidential support. A extends five pupils' activity into a permanent change involving the whole school, which neither the photograph nor the log establishes. C attributes a cause to rain without supporting information. B adds a date and place confirmed by the separate log, while retaining the limited description of the activity. It is therefore the strongest choice under the supplied evidence. Its advantage is not that every word is visible in the image: the date relies on another identified source. A responsible caption can combine those sources without turning a bounded event into an unsupported general conclusion.

Reasoning: Assess each claim against the image description and the separately verified log.

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

Evidence or rule: Original Paper 15 caption comparison table and evidence constraints.

5(B) [5 marks]

Model answer: A retains the speaker's audible voice but gives a future user little help locating or checking a particular statement. B preserves that audio while adding a dated transcript, approval and visible uncertainty markers. It is therefore more useful for later quotation because readers can locate wording and return to the recording when a passage is unclear. Approval does not guarantee perfect transcription, and a written record cannot fully capture tone. Its value depends on the link remaining usable and doubtful words staying marked rather than being silently guessed. B offers a better organised route to checking, while A remains a valuable underlying record instead of becoming unnecessary once the transcript exists.

Reasoning: A reasoned recommendation retains the limits expressly supplied.

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

Evidence or rule: Original Paper 15 interview-record alternatives.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (c) The people of his country.
Reasoning: The contrast explicitly names people as greatest wealth.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 6 / printed 21.

6(A)(II) [1 mark]
Model answer: but
Reasoning: It introduces the higher valuation of people.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 6 / printed 21.

6(A)(III) [1 mark]
Model answer: No. It explicitly acknowledges them.
Reasoning: The human valuation does not negate literal mineral richness.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 6 / printed 21.

6(A)(IV) [2 marks]
Model answer: The comparison begins with valuable material resources but places people above even the purest diamonds. Finer and truer transfer the language of preciousness towards human worth and character, so national wealth becomes more than possessions beneath the soil.
Reasoning: Treat this as an ethical valuation, not a numerical economic statistic.
Marking points: 1 mark: Material resources acknowledged; 1 mark: Human worth/character valued above them.
Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 6 / printed 21.

6(B)(I) [1 mark]
Model answer: The muddy footprints or impressions.
Reasoning: The moving traces, rather than a visible person, attract them.
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 38 / chapter opening.

6(B)(II) [1 mark]
Model answer: (b) Down the steps and along the street.
Reasoning: Descending and progressing specify this route.
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 38 / chapter opening.

6(B)(III) [2 marks]
Model answer: The phrase presents successive marks rather than a single static stain. Combined with descending and progressing, it lets the boys and reader trace a continuing route through space, although the body producing that visible sequence is not seen.
Reasoning: Analyse the sequence of traces, not the later scientific explanation.
Marking points: 1 mark: Successive marks indicate continuing steps; 1 mark: Directional sequence traces unseen movement.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 38 / chapter opening.

6(B)(IV) [1 mark]
Model answer: fainter
Reasoning: Fainter and fainter signals gradual fading.
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 38 / chapter opening.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: Someone new to identifying the animals.
Reasoning: The supplied glossary explains a beginner.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(A)(II) [1 mark]
Model answer: (a) admitted difficulty to confident guidance.
Reasoning: The opening concession is followed by an assured distinction.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(A)(III) [1 mark]
Model answer: nonplus
Reasoning: The unusual verb is glossed in the source.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(A)(IV) [2 marks]
Model answer: The speaker first admits that a beginner can be puzzled, then offers an apparently dependable rule with always. That assured teaching manner lends comic authority to the playful distinction, making the poem sound like a guide while entertaining the reader.
Reasoning: Accept a supported account of mock certainty; not a real wildlife-safety rule.
Marking points: 1 mark: Initial uncertainty contrasted with assurance; 1 mark: Guide-like confidence produces comic effect.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

7(B)(I) [1 mark]
Model answer: Red
Reasoning: Read the listed object, not the dog’s colour.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 14 / printed 107.

7(B)(II) [1 mark]
Model answer: (c) A final And continuing the earlier pattern.
Reasoning: Repeated conjunctions link the surprising final creature to ordinary items.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 14 / printed 107.

7(B)(III) [1 mark]
Model answer: A kitten and a mouse.
Reasoning: Both are explicitly named.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 14 / printed 107.

7(B)(IV) [2 marks]
Model answer: The list begins with familiar domestic creatures and an ordinary wagon, repeatedly describing things as little. The final dragon enters through the same gentle pattern, so a fantastic creature is casually absorbed into an apparently familiar household scene.
Reasoning: Focus on the list's normalising structure rather than later cowardice.
Marking points: 1 mark: Familiar little domestic list; 1 mark: Same pattern makes fantastic dragon a comic surprise.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 14 / printed 107.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: The comparison makes Mij's repeated wall-running understandable through familiar childhood habits such as stepping on particular paving blocks. It gives an unusual animal's compulsive routine a recognisable pattern, while the distracted pupils and staff show its disruptive public effect rather than making him literally a child.
Reasoning: Do not generalise this one otter's habits to all otters.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 8 / printed 87.

8(II) [3 marks]

Model answer: The rounded fruit supplies a humorous visual image of the baker's plump appearance. Within the narrator's recollection, that appearance accompanies a prosperous household and profitable work. The playful comparison makes the social portrait memorable; it should not be converted into a medical test of health or wealth.

Reasoning: Use the narrator's association within the remembered setting.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 3 / printed 65.

8(III) [3 marks]

Model answer: After the quarrel she condemns Lomov, but learning that he came to propose makes his departure a lost marriage opportunity. Her urgency to bring him back exposes how quickly that practical interest can override the hostility just expressed, while the comedy leaves their argumentative habits intact.

Reasoning: No later marriage harmony is established.

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

Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 10–11 / printed 129–130.

8(IV) [3 marks]

Model answer: The ball visibly bounces into the water, establishing one boy's specific loss. Later references to people taking things and balls always being lost widen that event into a recurring human condition. The movement does not mean that somebody stole this particular ball; the narrated accident remains unchanged.

Reasoning: Distinguish generalisation from the specific cause of this loss.

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

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

8(V) [3 marks]

Model answer: The unbracketed lines convey directions and judgements addressed to Amanda, while the bracketed passages open an inward imaginative space. Alternating between them lets readers hear experiences unavailable to the directing voice. The structure creates two perspectives without requiring Amanda to speak her fantasies aloud to the adult.

Reasoning: The poem does not explicitly identify the adult as a named person.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14–15 / printed 61–62.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: Hari suspects that Anil knows he keeps a small profit from shopping, but I think marks that knowledge as the narrator's inference. The qualification complicates a simple claim that Anil is wholly gullible without giving the reader certain access to everything Anil actually knows or intends.

Reasoning: Keep the uncertainty expressed in the first-person source.

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 21 / printed 9.

9(II) [3 marks]

Model answer: Their brief sniffing and indifference contrast with the elaborate attention surrounding him at home. His motionless body receives no special admiration in the surgery's ordinary canine world. The description exposes his depleted condition and strips away the exceptional status conferred by his owner's anxious household.

Reasoning: This is the initial arrival, before his later active integration.

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 15 / printed 3.

9(III) [3 marks]

Model answer: Mrs Hall interprets the attacking hat and chair through a belief in spirits and a haunted room. Readers already know about Griffin's invisible but solid body, so the apparent independent movement has another explanation. The gap between her knowledge and the reader's knowledge produces dramatic irony.

Reasoning: Do not affirm that the furniture actually contains ghosts.

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

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 38 and 41 / chapter opening and printed 29.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: The opening follows a protected prince whose encounters with suffering lead him beyond the life of the palace. That biographical movement prepares a teaching concerned with conditions shared by human beings rather than with one privileged household alone. Kisa Gotami then begins within the overwhelming particularity of her own bereavement. Her search brings her into contact with other households and the reach of death beyond her own home. The two movements are not identical journeys, but the frame and example work together: an encounter with suffering changes the field of understanding. The embedded story gives the teaching a concrete human situation instead of leaving the biographical outline as an isolated introduction.

Reasoning: Discuss frame and embedded narrative; do not turn the story into clinical bereavement advice.

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

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

10(B) [6 marks]

Model answer: Fog compresses arrival, a pause and departure into a very short sequence. The cat-like visitor occupies the harbour and city briefly before moving on, and the poem gives no extended account of a human observer's later response. Dust of Snow also begins with a small natural incident, but its effect reaches into the speaker's experience of a day. The falling snow changes a mood and saves part of time that had seemed regrettable. Thus one poem concentrates on a passing presence, while the other connects a momentary occurrence with a longer emotional consequence. Their brevity does not make event and effect occupy the same duration in each poem.

Reasoning: Focus on duration and narrative scope, not an unsupported universal claim that nature cures distress.

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

Evidence or rule: FIRST_FLIGHT/jeff106.pdf, PDF 14 / printed 93; jeff101.pdf, PDF 14 / printed 14.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Henry's expected delivery supplies the knock that Ausable turns into supposed evidence of police arrival. His routine action becomes useful inside another person's improvised explanation, but the story does not establish that Henry knowingly joins a trap for Max. Noodle, by contrast, consciously offers suggestions that redirect Think-Tank's mistaken ideas while protecting the ruler's pride. His tact is an intentional response to a hierarchy he understands. Both helpers contribute to an outcome without occupying the central commanding role, but their knowledge and agency differ. Comparing them requires separating an ordinary action exploited by Ausable from a deliberate conversational strategy practised by Noodle, rather than inventing equal participation in a secret plan.

Reasoning: No invented prior conspiracy by Henry; Noodle's deliberate tact is supported by dialogue.

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 28–29 / printed 16–17; PDF 80–82 / printed 68–70.

11(B) [6 marks]

Model answer: Hari returns the stolen money and recognises the value of the education and trust Anil offers. The closing silence and renewed promise of teaching support a possibility of change, but they do not narrate his entire future or certify lifelong honesty. Horace ends in prison, irritated by the saying about honour among thieves after being deceived by another thief. That resentment shows awareness of his betrayal, not a clear rejection of stealing itself. Both endings follow a disruption of criminal plans, yet the evidence for self-questioning differs. A careful judgement can identify Hari's reparative action and Horace's continued grievance without turning either brief ending into an unwritten complete moral biography.

Reasoning: Distinguish narrated action, possibility and unsupported future certainty.

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 24–25 / printed 12–13; PDF 36 / printed 24.