Paper 13 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-PAPER13
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 13 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) To offer a selected connection through a familiar experience.

Reasoning: A metaphor selects a relationship rather than asserting total identity.

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

Evidence or rule: Original Paper 13 metaphor passage, paragraph 1.

1(II) [1 mark]

Model answer: Speed and finishing positions.

Reasoning: Both are explicitly named.

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

Evidence or rule: Original Paper 13 metaphor passage, paragraph 2.

1(III) [1 mark]

Model answer: illuminate

Reasoning: The word is used figuratively for making an aspect visible to thought.

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

Evidence or rule: Original Paper 13 metaphor passage, paragraph 2.

1(IV) [2 marks]

Model answer: Readers bring different experiences and associations to the same image. A journey can suggest adventure or exhaustion, for example. A writer needs context and audience awareness rather than assuming that a classroom phrase will create the same connection for everyone.

Reasoning: Link different associations with the need to guide the intended comparison.

Marking points: 1 mark: Readers associate different experiences with an image; 1 mark: Context and audience checking guide the intended connection.

Evidence or rule: Original Paper 13 metaphor passage, paragraph 3.

1(V) [1 mark]

Model answer: (c) It brings experimentation and shared effort into focus.

Reasoning: The replacement highlights another aspect while retaining its own limits.

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

Evidence or rule: Original Paper 13 metaphor passage, paragraph 4.

1(VI) [1 mark]

Model answer: False

Reasoning: A selective relationship does not require identity in every respect.

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

Evidence or rule: Original Paper 13 metaphor passage, paragraphs 1 and 5.

1(VII) [1 mark]

Model answer: (d) The seed image suggests growth, but reasons are still needed to predict success.

Reasoning: Making an outcome imaginable does not establish that it will occur.

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

Evidence or rule: Original Paper 13 metaphor passage, paragraph 5.

1(VIII) [2 marks]

Model answer: A metaphor may make some features conspicuous while obscuring others, such as cooperation in a project called a race. Asking what is omitted lets participants recover relevant features and judge whether the comparison helps the issue or narrows it misleadingly.

Reasoning: Explain the role of omission rather than merely approving or rejecting the image.

Marking points: 1 mark: Metaphors can obscure relevant aspects; 1 mark: Examining omissions permits a better judgement or a revised frame.

Evidence or rule: Original Paper 13 metaphor passage, paragraphs 2 and 4.

Question 2 Case based reading

2(I) [1 mark]

Model answer: 3 requests

Reasoning: A, B and E are completed.

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

Evidence or rule: Original Paper 13 open-request case, table.

2(II) [1 mark]

Model answer: (a) C

Reasoning: C is open after five days, longer than D’s three days.

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

Evidence or rule: Original Paper 13 open-request case, table.

2(III) [1 mark]
Model answer: 4/3 days, or 1⅓ days.
Reasoning: (2 + 1 + 1) ÷ 3 = 4/3 days.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 13 open-request case, paragraph 2 and table.

2(IV) [1 mark]
Model answer: (c) a lower bound on the eventual full duration.
Reasoning: Five days have already elapsed, but completion has not occurred.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 13 open-request case, paragraph 2 and table.

2(V) [2 marks]
Model answer: It excludes two open requests that have already waited longer. Their final durations remain unknown, so treating the completed subset as the whole record conceals unfinished work and presents an average beyond the scope of its data.
Reasoning: Use exclusion and unknown final duration; do not invent the completion dates.
Marking points: 1 mark: Longer open cases are excluded; 1 mark: Unknown final durations prevent a valid all-case completion average.
Evidence or rule: Original Paper 13 open-request case, paragraph 2.

2(VI) [1 mark]
Model answer: 2/5, or 40%.
Reasoning: C and D are open:2÷5×100=40%.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 13 open-request case, table.

2(VII) [1 mark]
Model answer: No
Reasoning: C is still open at that elapsed time.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 13 open-request case, table.

2(VIII) [1 mark]
Model answer: Its complexity, availability of materials or the cause of delay.
Reasoning: Any one explicitly missing factor is acceptable.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 13 open-request case, paragraph 3.

2(IX) [1 mark]
Model answer: (b) Report three completed durations and the separate elapsed ages of the two open requests.
Reasoning: The record needs status as well as a number of days.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 13 open-request case, paragraph 3.

Question 3 Grammar

3(I) [1 mark]
Model answer: (d) is being repaired
Reasoning: The bridge receives an action currently in progress; is being plus repaired supplies passive progressive form.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: present continuous passive.

3(II) [1 mark]
Model answer: met
Reasoning: The present perfect in the main clause measures time up to now, while the since-clause identifies the completed starting event in the simple past.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: simple past in a since-clause naming a completed starting event.

3(III) [1 mark]

Model answer: (c) her

Reasoning: A possessive determiner and the do not occupy this position together; her first poem is correct.

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

Evidence or rule: Grammar rule: possessive determiner replaces an article.

3(IV) [1 mark]

Model answer: have; has

Reasoning: A number of pupils is plural in meaning; the number of seats has singular number as its head. The contrasting articles change the structure and meaning.

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

Evidence or rule: Grammar rule: a number of versus the number of.

3(V) [1 mark]

Model answer: he might leave early.

Reasoning: May in this permission question can become might, and I refers to Ravi. The reported clause uses statement order.

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

Evidence or rule: Grammar rule: reported request for permission with may to might.

3(VI) [1 mark]

Model answer: (a) used to

Reasoning: Used to can describe a former state of existence; would alone normally describes repeated actions rather than this state.

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

Evidence or rule: Grammar rule: used to for a discontinued past state.

3(VII) [1 mark]
Model answer: is → are
Reasoning: Criteria is the plural of criterion; these also marks plural reference, so are is required.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: criteria as an irregular plural noun.

3(VIII) [1 mark]
Model answer: of
Reasoning: All of is used before the object pronoun us; all us is not the standard construction.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: all of before an object pronoun.

3(IX) [1 mark]
Model answer: (b) Which
Reasoning: Which selects an alternative from the specified set; the other words ask about people or possession.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: which for selection within an identified set.

3(X) [1 mark]
Model answer: you submit the form, your place will not be reserved.
Reasoning: Unless means if not. The negative in if you do not submit is therefore incorporated into unless; do not retain not inside that condition.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: unless replaces if not while preserving the negative consequence.

3(XI) [1 mark]
Model answer: have not finished
Reasoning: Yet in this continuing unfinished situation supports present perfect negative; the plural subject takes have.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: present perfect negative with yet in an incomplete current task.

3(XII) [1 mark]

Model answer: they were checking the drafts and would return them the next day.

Reasoning: Backshift present continuous to past continuous and will to would, retain the two different time relations and change the specified day reference. Singular they avoids assuming gender.

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

Evidence or rule: Grammar rule: two reported clauses preserve ongoing activity versus future intention.

Question 4 Formal letters

4(A) [5 marks]

Model answer: Literary Society
Hillcrest School
Suryapur
4 November 2026
The Coordinator
Inter-school Reading Forum
Suryapur
Subject: Response to reading-event invitation
Sir/Madam,
Thank you for inviting our Literary Society to take part in the forthcoming inter-school reading event. We appreciate the opportunity to share our work and meet readers from other schools. Unfortunately, the proposed date coincides with a confirmed school examination, so we are unable to send a team this time. We do not wish to reserve a place that another school could use. Please accept our good wishes for the programme and keep us informed about any future edition. If a report or a selection of readings is later available, our members would be grateful to learn how to access it. We hope that a suitable opportunity for participation can be arranged in the future.

Yours faithfully,
Anaya

Reasoning: A courteous refusal addresses the actual conflict without inventing a replacement commitment.

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

Evidence or rule: Original Paper 13 writing task; official MS PDF 4–5.

4(B) [5 marks]

Model answer: Class 10
Greenway School
Suryapur
4 November 2026
The Principal
Greenway School
Suryapur
Subject: Correction of name on participation certificate
Sir/Madam,
I request correction of my name on the certificate issued for the school storytelling event held last week. The certificate records Riya Sen, while the name in my school record is Ria Sen. The event and participation details otherwise appear correct. I can submit the original certificate and show my school identity card so that the spelling can be checked before a replacement is prepared. Please advise whether I should complete a form or obtain confirmation from the event coordinator. I am requesting only this spelling correction and do not seek any change to the participation category. Kindly let me know when and where the corrected certificate may be collected after verification.

Yours faithfully,
Ria Sen

Reasoning: Evidence-based correction request states a precise limited change. Accept Rishabh with a consistent invented spelling pair.

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

Evidence or rule: Original Paper 13 writing task; official MS PDF 4–5.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: B has the highest raw score at thirty-two, followed by C at twenty-seven and A at eighteen. The tests have different maximum scores, however. A achieves ninety per cent, B eighty per cent and C ninety per cent, so A and C tie on the proportion of available marks while B has a lower proportion. This conversion corrects the simple comparison of numerators but does not establish that the tests measured the same skills or had equal difficulty. The figures therefore support a limited statement about scores relative to their own maxima. A broader judgement about ability would require information about the assessments and comparable conditions, rather than a ranking based on these numbers alone.

Reasoning: 18/20=90%;32/40=80%;27/30=90%. Normalisation does not establish test equivalence.

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

Evidence or rule: Original Paper 13 unequal-maximum score table.

5(B) [5 marks]

Model answer: Draft B preserves the three important points: the workshop moves to Friday, its room is not yet confirmed and existing registrations remain valid. Draft A changes postponement into cancellation and adds an unsupported requirement to register again. Those changes could make readers abandon their plans or create unnecessary duplicate registrations. The original notice does not provide a room, so a responsible summary should retain that uncertainty rather than fill it with a guess. B is therefore the accurate draft on the supplied evidence. The editor should still identify the exact Friday date and arrange a later room update, but those practical improvements do not justify changing the meaning of the information already available.

Reasoning: Cancellation and postponement differ; preserve both unknown venue and valid registration.

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

Evidence or rule: Original Paper 13 notice and two draft summaries.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]
Model answer: (a) He turns serious.
Reasoning: The narration explicitly changes his response.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 5–6 / printed 5–6.

6(A)(II) [1 mark]
Model answer: Friendly and pleasant.
Reasoning: The supplied chapter gloss gives this sense.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 5–6 / printed 5–6.

6(A)(III) [1 mark]
Model answer: I wish I had the faith of the man who wrote this letter.
Reasoning: The wish is explicitly directed towards possessing comparable faith.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 5–6 / printed 5–6.

6(A)(IV) [2 marks]
Model answer: The laughter is immediately followed by seriousness and admiration for the writer's faith. The sequence makes his response develop beyond simple ridicule, preparing the later decision to help without requiring him to share every assumption in Lencho's letter.
Reasoning: Use the change of response and its narrative direction.
Marking points: 1 mark: Immediate seriousness and admiration replace laughter; 1 mark: This development prepares help rather than sustained ridicule.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 5–6 / printed 5–6.

6(B)(I) [1 mark]

Model answer: Richard H. Ebright's work with his college room-mate.

Reasoning: The preceding lines identify Ebright and his collaborator; Wong is named later.

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 44 / chapter opening. Collaborator named PDF 49 / printed 37.

6(B)(II) [1 mark]

Model answer: (b) the exceptional early achievement in publication.

Reasoning: The analogy translates a notable publication milestone into an accessible sporting achievement.

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 44 / chapter opening.

6(B)(III) [2 marks]

Model answer: The comparison turns unusual early recognition into an imagined achievement familiar from sport. It conveys how exceptional the publication seems, but an analogy cannot test a scientific theory. The milestone and the evidence for the theory remain different questions.

Reasoning: The main text distinguishes publication from later testing and conditional prospects. The adaptation's age-fifteen footnote conflicts with its age-twenty-two opening; no student response depends on resolving that discrepancy.

Marking points: 1 mark: Familiar sporting achievement communicates exceptional recognition; 1 mark: An analogy/publication milestone does not establish the theory's correctness.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 44; testing and conditional prospects PDF 49 / printed 37.

6(B)(IV) [1 mark]
Model answer: It had not previously published the work of college students.
Reasoning: This is a claim made by the chapter; no independent current publication-history claim is added.
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 44 / chapter opening.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: In the water.
Reasoning: The final line supplies its location.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(II) [1 mark]
Model answer: (c) uncertainty about how the boy can respond.
Reasoning: The repeated question dramatises difficulty in responding to the loss.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(III) [1 mark]
Model answer: Merrily
Reasoning: The word occurs at the start of the third and fourth lines.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 15 / printed 46.

7(A)(IV) [2 marks]

Model answer: The ball bounces merrily as it moves beyond reach, while the boy becomes rigid and trembling with grief. The lively motion does not share his distress. That contrast makes ordinary movement carry a serious consequence for the person watching it.

Reasoning: Do not say the boy is merry because the adverb describes the ball's movement.

Marking points: 1 mark: Merry bouncing contrasted with rigid/trembling grief; 1 mark: Ordinary movement has a serious personal consequence.

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

7(B)(I) [1 mark]

Model answer: sits and moves

Reasoning: Accept sits and moves on.

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

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

7(B)(II) [1 mark]

Model answer: (d) Short lines of unequal length without a regular end-rhyme pattern.

Reasoning: The six displayed lines vary in length and do not form a regular rhyme scheme.

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

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

7(B)(III) [1 mark]

Model answer: No

Reasoning: It directly gives the fog cat feet and haunches rather than saying it is like a cat.

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

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

7(B)(IV) [2 marks]

Model answer: Feet, a seated posture and haunches sustain the same imagined creature as the fog arrives, pauses and departs. The poem does not introduce a new comparison for each moment; one extended image gives coherence to changing positions and actions.

Reasoning: Emphasise continuity of one image, rather than repeat a general description of quietness.

Marking points: 1 mark: Cat-associated details persist across moments; 1 mark: One image unifies arrival, pause and departure.

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

Question 8 First Flight short answers

8(I) [3 marks]

Model answer: The dated entry places the reader within a particular moment when the outcome is still unsettled. Anne records present anxiety, jokes and judgements without knowing what the teachers will decide. The form preserves the immediacy and limited knowledge of a pupil awaiting news.

Reasoning: Do not supply an invented later promotion result.

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

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

8(II) [3 marks]

Model answer: The comparison reduces the confident pilot to someone following another's lead without questioning it. In the storm he lacks reliable instruments and accepts the stranger's direction. The child image captures dependence within the emergency, not a literal change in his age or professional training.

Reasoning: Do not identify the stranger beyond what the narrative establishes.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 8–9 / printed 39–40.

8(III) [3 marks]

Model answer: The building and chimneys interrupt the green landscape with a less attractive industrial presence. Tea country is therefore not presented only as a beautiful natural panorama. The glimpse suggests a cultivated and working landscape in which scenery and the processing economy occupy the same field of view.

Reasoning: Do not identify an unlabelled factory process as a verified technical fact.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 10–11 / printed 72–73.

8(IV) [3 marks]

Model answer: The brief imperative turns outward and asks for attention to the sound of glass breaking. It interrupts the more reflective account of writing and inward whispers with an immediate event. Readers are invited to register the departure as something happening now rather than only a description to contemplate.

Reasoning: The command is in the poem; no invented listener must be named.

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

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 15–16 / printed 77–78.

8(V) [3 marks]

Model answer: The passive description makes the young man seem affected by the woman's striking appearance rather than calmly choosing a response. Despair gives attraction an unsettling force. The opening therefore stages an emotional predicament before the woman proposes a practical change, without proving that all real relationships follow this pattern.

Reasoning: Attribute the claim to the poem's speaking voice; do not turn it into a universal psychological fact.

Marking points: 2 marks: Accurate text-supported content; 1 mark: Clear expression.

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

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: The report gives Max a reason to wait with a pistol and gives Ausable something apparently important to protect. Its exact contents are unnecessary for following the immediate confrontation. The suspense depends on what the characters will do to obtain or defend it, not on reading the document ourselves.

Reasoning: Do not invent the report's technical contents.

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 27–28 / printed 15–16.

9(II) [3 marks]

Model answer: He retraces their route, visits the police and cab offices, and advertises a reward. These actions turn shock into a practical search through possible places and sources of information. The effort does not establish where the necklace fell, but shows him actively trying to recover it before replacement.

Reasoning: Keep search efforts separate from proof of the loss's location.

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 55 / printed 43.

9(III) [3 marks]

Model answer: Although she does not understand the teacher's speech at first, she recognises pictured animals through the horse, goat, parrots and cow she knows from her surroundings. Familiar visual details give the new setting a route into her experience before she can participate confidently in spoken classroom interaction.

Reasoning: The pictures are on the wall; do not confuse them with the later book.

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's waiting is filled with deliberate preparation: she listens, gathers travel details, calculates costs and saves towards a journey she intends to make. Anne's class also waits, but its promotion outcome depends on teachers' decisions that the pupils cannot fully predict. Bets, reassurances and irritation express a shared uncertainty rather than control over that decision. Both texts make anticipation active in everyday life, yet the scope of agency differs. Valli can assemble conditions for an action of her own, while Anne can record and discuss the approaching institutional judgement without deciding its result. The comparison shows why waiting should not automatically be equated either with passivity or with complete control.

Reasoning: Do not claim Valli controls every event on the trip or Anne decides promotion.

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; jeff104.pdf PDF 5 / printed 52.

10(B) [6 marks]

Model answer: In His First Flight, readers can recognise the young bird's capacity even while his fear makes him doubt it. The narrative follows sensations and the eventual discovery that his wings support him, resolving that uncertainty through action. The Black Aeroplane leaves a different limit: the pilot is rescued, yet the control-room account does not explain the aeroplane he followed. A successful landing therefore does not settle every question about the event. One story moves towards an achieved knowledge of a capacity; the other preserves a mystery after practical danger has passed. Reading them together separates overcoming fear from obtaining a complete explanation of everything that made survival possible.

Reasoning: Do not solve the second story by inventing a supernatural or human rescuer.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 2–5,7–9 / printed 33–36,38–40.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: The young woman makes Horace believe that she owns the house, allowing a performed social authority to redirect his technical skill towards her theft. Think-Tank has actual command within the Martian hierarchy, but that position does not make his interpretations of books correct. Others hesitate to challenge him and help turn mistakes into orders. The comparison distinguishes possessing power from deserving confidence, while showing how both an accepted disguise and an established rank can discourage effective questioning. Horace is deceived by a role he attributes to someone else; the Martians sustain an authority they already recognise. In both situations, assessing a claim requires more than responding to the status surrounding its speaker.

Reasoning: Do not equate the woman's claimed ownership with an authenticated fact.

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 34–36 / printed 22–24; PDF 79–84 / printed 67–72.

11(B) [6 marks]

Model answer: The teacher's satisfaction recalls an artist contemplating a completed masterpiece, emphasising the patience and care invested in Bholi's growth. Yet the scene shows Bholi making the decisive refusal and proposing her own future service and teaching. The comparison therefore need not mean that the teacher owns or mechanically controls her. A supported reading sees educational achievement in the emergence of another person's voice and judgement. The teacher has helped create conditions in which that agency can become visible. Her satisfaction is significant because the former pupil acts with clarity, not because she repeats a scripted answer chosen by the teacher. The ending joins nurturing guidance with independent moral action.

Reasoning: Indicative reading; accept a thoughtful text-supported critique of the metaphor while keeping the character's actions accurate.

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 72–73 / printed 60–61.