Paper 05 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-PAPER05
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 05 is a PAUL ACADEMY practice paper. The supplied syllabus has a year-heading conflict. Textual checks use the saved revised First Flight chapters and supplied Tripura supplementary adaptation. Source-edition qualifications and marking-policy notes are recorded in the separate teacher moderation report and retained alongside this final production series. No newly invented textbook quotation is used.

Question 1 Discursive reading

1(I) [1 mark]

Model answer: (c) Fair waiting depends on rules, access and accountability.

Reasoning: The conclusion integrates procedure, communication and review.

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

Evidence or rule: Original Paper 05 waiting passage, paragraph 5.

1(II) [1 mark]

Model answer: Their place in the queue.

Reasoning: A token separates position from continuous physical standing.

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

Evidence or rule: Original Paper 05 waiting passage, paragraph 3.

1(III) [1 mark]
Model answer: favouritism
Reasoning: It names the appearance of unjust preference when rules are unexplained.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 waiting passage, paragraph 1.

1(IV) [2 marks]
Model answer: Staff can publish the categories that qualify for priority and explain that exceptions follow those rules. They need not disclose an individual visitor's illness or difficulty. Transparency about procedure can therefore coexist with confidentiality about personal circumstances.
Reasoning: Separate public procedure from private individual information.
Marking points: 1 mark: Explain priority categories/rules; 1 mark: Protect individual confidential details.
Evidence or rule: Original Paper 05 waiting passage, paragraph 2.

1(V) [1 mark]
Model answer: (b) To accommodate different communication needs.
Reasoning: Different readers may miss one channel.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 waiting passage, paragraph 3.

1(VI) [1 mark]
Model answer: False
Reasoning: An estimate can change with complex cases or staffing.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 waiting passage, paragraph 4.

1(VII) [1 mark]
Model answer: (d) One unusually difficult morning.
Reasoning: One occasion cannot establish an always claim.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 waiting passage, paragraph 4.

1(VIII) [2 marks]

Model answer: A visitor may need both the requested service and a review of how the queue rule was applied. Forcing a choice would make challenging an error costly, discouraging complaints and leaving the original need unresolved.

Reasoning: Explain the two legitimate needs and the barrier created by forced abandonment.

Marking points: 1 mark: Service and procedural review are distinct needs; 1 mark: Abandonment would discourage/penalise a legitimate challenge.

Evidence or rule: Original Paper 05 waiting passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]

Model answer: 5 volunteers

Reasoning: 13 − 8 = 5; the unit is volunteers.

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

Evidence or rule: Original Paper 05 library trial, table.

2(II) [1 mark]

Model answer: (c) Not completed.

Reasoning: Non-completion fell from five to two.

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

Evidence or rule: Original Paper 05 library trial, table.

2(III) [1 mark]

Model answer: 65%

Reasoning: 13 ÷ 20 × 100 = 65%.

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

Evidence or rule: Original Paper 05 library trial, table.

2(IV) [1 mark]

Model answer: (a) The same volunteers had already practised the task.

Reasoning: Prior practice is an additional plausible influence.

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

Evidence or rule: Original Paper 05 library trial, paragraph 2.

2(V) [2 marks]
Model answer: Two comparable groups will use different shelf arrangements during the same week, with instructions and difficulty matched. This reduces differences unrelated to the labels, making their possible contribution easier to examine than in the repeated single-group trial.
Reasoning: Explain contemporaneous comparison and matched task conditions without claiming perfect causality.
Marking points: 1 mark: Comparable concurrent groups with different label conditions; 1 mark: Matched instructions/difficulty reduce other influences.
Evidence or rule: Original Paper 05 library trial, paragraph 3.

2(VI) [1 mark]
Model answer: 15 volunteers
Reasoning: Eight within five minutes plus seven taking longer equals fifteen.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 library trial, table.

2(VII) [1 mark]
Model answer: Readers may experience the colours differently, and completion time may conceal particular access difficulties.
Reasoning: The passage explicitly raises different colour perception.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 library trial, paragraph 3.

2(VIII) [1 mark]
Model answer: Once
Reasoning: Categories are mutually exclusive within each day.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 library trial, paragraph 1.

2(IX) [1 mark]
Model answer: (b) The observed group improved, but causes require further testing.
Reasoning: Improvement is observed; causal attribution remains qualified.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Original Paper 05 library trial, paragraphs 2–3.

Question 3 Grammar

3(I) [1 mark]

Model answer: (c) departs

Reasoning: The simple present can express a scheduled future event. The task specifies a timetable, not a completed past crossing.

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

Evidence or rule: Grammar rule: scheduled future expressed through simple present.

3(II) [1 mark]

Model answer: have known

Reasoning: Know expresses a state here. Present perfect links its past beginning with its continuation, without the progressive have been knowing.

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

Evidence or rule: Grammar rule: present perfect of a stative verb for continuing acquaintance.

3(III) [1 mark]

Model answer: (b) a little

Reasoning: A little is positive and fits uncountable time; little has a negative implication.

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

Evidence or rule: Grammar rule: a little versus little.

3(IV) [1 mark]

Model answer: depend → depends

Reasoning: Quality is the singular head; labels belongs to the modifying phrase.

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

Evidence or rule: Grammar rule: agreement with a singular head despite an intervening plural.

3(V) [1 mark]
Model answer: we were both selected.
Reasoning: We includes Asha and the reporter, so it remains we in this specified context; are conventionally backshifts to were. They would exclude the reporter.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: contextual pronoun reference in reported statements.

3(VI) [1 mark]
Model answer: (d) May
Reasoning: May I asks permission; would I does not form the intended request.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: may for permission.

3(VII) [1 mark]
Model answer: is
Reasoning: The organisation's proper name denotes one institution despite its plural-looking form.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: singular organisation name.

3(VIII) [1 mark]
Model answer: whether did I need → whether I needed
Reasoning: Reported yes/no questions use whether/if and statement order. Accept the full corrected clause.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: indirect yes/no question order and conventional backshift.

3(IX) [1 mark]
Model answer: (c) no
Reasoning: No agrees with the explicit absence of evidence; several cannot modify uncountable evidence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: Grammar rule: no with uncountable evidence.

3(X) [1 mark]

Model answer: have → has

Reasoning: With a fractional quantity, agreement follows the noun being quantified. Water is uncountable singular here, so has is required; two-thirds does not force a plural verb.

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

Evidence or rule: Grammar rule: fractional quantity agreement with an uncountable complement.

3(XI) [1 mark]

Model answer: will arrive → arrive

Reasoning: A future time clause introduced by when normally uses the simple present, while the main clause can contain will.

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

Evidence or rule: Grammar rule: future time clauses with when.

3(XII) [1 mark]

Model answer: the Earth moves around the Sun.

Reasoning: The question explicitly retains the present for a continuing general truth despite a past reporting verb. No pronoun or time-adverb change is needed.

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

Evidence or rule: Grammar rule: present tense retained for a general truth in reported speech.

Question 4 Formal letters

4(A) [5 marks]

Model answer: 6 Station Road
Arundale
4 November 2026
The Manager
Community Service Centre
Arundale
Subject: Accessible token announcements
Sir/Madam,
I request a trial of combined spoken announcements and a clearly placed token display at your centre. At present, visitors who miss a call must repeatedly ask others whether their turn has passed. A single communication method can disadvantage people with different hearing or visual needs. Please display the current token number at a readable height and announce it at a steady volume. Staff could repeat missed calls before moving ahead and explain how visitors can request assistance. A short trial with feedback from users would help identify difficulties before a permanent arrangement is chosen. Kindly share the proposed procedure at the entrance so that everyone understands how to keep their place.

Yours faithfully,
Nila

Reasoning: Model letter addresses access and a feasible trial; accept an equivalent relevant arrangement.

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

Evidence or rule: Original Paper 05 writing task; verified MS PDF 4–5.

4(B) [5 marks]

Model answer: Heritage Club
Valley School
Arundale
4 November 2026
The Station Manager
Town Railway Station
Arundale
Subject: Enquiry about a folder left in the waiting room
Sir/Madam,
I am writing to enquire about a blue folder that our club may have left in the main waiting room after returning from a visit on Monday afternoon. Its cover carries the title Valley Heritage Exhibition and contains handwritten display notes. Please let us know whether a matching item has been handed to your lost-property office. We can provide further identifying details before collection. Kindly explain the enquiry procedure, the documents required and the appropriate collection hours if the folder is located. We would appreciate a reference number for any report recorded. I understand that this enquiry does not establish that the folder has been found.

Yours faithfully,
Arun

Reasoning: An enquiry identifies the item and requests a process; it does not invent recovery or a station policy.

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

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

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: Route A is shortest at four kilometres, but its thirty-five-minute journey exceeds the school's limit. Routes B and C both satisfy the requirement: B takes twenty-five minutes over six kilometres, while C takes thirty minutes over five. Since the stated priority is timely arrival followed by minimum distance, C is the strongest choice among the recorded options. It meets the time limit exactly and saves one kilometre compared with B. However, C has no margin for delay. The table gives a single journey time for each route and does not show variation across traffic conditions or days. Repeated observations would therefore be useful before adopting it as a dependable daily route.

Reasoning: Check constraint first, then minimise distance; do not recommend fastest automatically.

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

Evidence or rule: Original Paper 05 route table.

5(B) [5 marks]

Model answer: Both venues can accommodate the expected fifty-five visitors, so X's larger capacity is not decisive. Although X is free, its staircase creates an access barrier that the stated information does not resolve. Y provides step-free entry, fits the attendance estimate and costs fifteen hundred rupees, leaving five hundred within the available budget. It is therefore the more suitable option for an exhibition seeking accessible entry under these conditions. The recommendation should remain qualified: step-free entry alone does not establish that every part of the venue is accessible. Organisers should check circulation space, toilet access and the actual exhibition arrangement before confirming that all visitors can participate comfortably throughout the event.

Reasoning: Evaluate provided capacity, access and budget; distinguish proposed checks from given facts.

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

Evidence or rule: Original Paper 05 venue cues.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]

Model answer: Sanne

Reasoning: Anne identifies her friend directly.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 6 / printed 53.

6(A)(II) [1 mark]

Model answer: (b) Anne has used many of her inventive ideas on this topic.

Reasoning: The phrase concerns depleted inventiveness, not materials or attendance.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 6 / printed 53.

6(A)(III) [1 mark]

Model answer: Verse or poetry.

Reasoning: The extract explicitly contrasts the new form with the repeated topic.

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

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 6 / printed 53.

6(A)(IV) [2 marks]

Model answer: Anne feels she has nearly used up her original arguments about talking. Sanne offers a different form and a skill she can contribute, turning a repetitive punishment into a collaborative opportunity that makes Anne feel delighted rather than defeated.

Reasoning: Connect the earlier difficulty with the specific offer and resulting emotion.

Marking points: 1 mark: Repeated topic has depleted Anne’s ideas; 1 mark: Sanne’s poetic help opens a fresh possibility and delight.

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 6 / printed 53.

6(B)(I) [1 mark]
Model answer: Revenge
Reasoning: The opening narrative names revenge as the motive.
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 / printed 26.

6(B)(II) [1 mark]
Model answer: (c) ethical or lawful conduct.
Reasoning: The concession resists equating intellectual achievement with good conduct.
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 / printed 26.

6(B)(III) [2 marks]
Model answer: Griffin's body is invisible, but his clothes do not share that property. Removing them allows him to escape without a visible covering revealing his position. The detail places a practical limit on the apparent advantage of his discovery.
Reasoning: Keep bodily invisibility distinct from clothing; no invented scientific mechanism is needed.
Marking points: 1 mark: Clothing remains visible; 1 mark: Removing it conceals his position while demonstrating a limit.
Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, SCERT Tripura March 2020 adaptation, PDF 38 / printed 26.

6(B)(IV) [1 mark]
Model answer: lawless
Reasoning: The narrator supplies this explicit evaluation.
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 / printed 26.

Question 7 Poetry extracts

7(A)(I) [1 mark]
Model answer: Amanda's
Reasoning: The bracketed stanzas represent her imagined alternative existence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(A)(II) [1 mark]
Model answer: (b) A sense of quiet movement without disturbance.
Reasoning: Hushed feet extend the valued silence.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(A)(III) [1 mark]
Model answer: Silence and freedom.
Reasoning: Both are explicitly described positively.
Marking points: 1 mark: Correct response; accept an accurate equivalent where appropriate.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(A)(IV) [2 marks]
Model answer: The bracketed voice constructs an imagined life of freedom and silence in response to surrounding instructions. Calling herself an orphan belongs to that fantasy, not a biographical report; the poem contrasts desired independence with her actual experience of being directed.
Reasoning: Distinguish fantasy from factual biography.
Marking points: 1 mark: Brackets present imagined alternative life; 1 mark: Orphan identity expresses freedom rather than factual family status.
Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 14 / printed 61.

7(B)(I) [1 mark]
Model answer: Custard's mouth.
Reasoning: The comparison is explicit in the third line.
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: (a) physically formidable.
Reasoning: Teeth, spikes and daggers suggest a threatening exterior; comparisons are not literal materials.
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: Daggers
Reasoning: The last line supplies the image.
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: Sharp teeth, spikes and weapon-like toes establish an intimidating creature, while the playful invented expressions make the portrait sound like a lively children's tale. Their combination lets the poem enjoy a formidable dragon without maintaining a solemn or frightening tone.
Reasoning: Describe the tonal combination rather than treating invented words as a technical fact.
Marking points: 1 mark: Dangerous imagery establishes physical power; 1 mark: Playful words lighten the tone.
Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 14 / printed 107.

Question 8 First Flight short answers

8(I) [3 marks]
Model answer: Lencho believes that even a swarm of crop-eating locusts would have left more behind. The comparison measures the hailstorm against another familiar agricultural disaster and finds it worse. It conveys the completeness of the destruction as he sees it, rather than reporting an actual insect attack.
Reasoning: The locust plague is a comparison, not a second event in the field.
Marking points: 2 marks: Relevant accurate textual content; 1 mark: Clear expression.
Evidence or rule: FIRST_FLIGHT/jeff101.pdf, PDF 4–5 / printed 4–5.

8(II) [3 marks]

Model answer: The jets and helicopters display skill and precision, but Mandela also sees them as pledging loyalty to a newly elected democratic government. Forces once associated with oppression now salute the new order. The spectacle thus carries political meaning beyond the impressive movement of machines.

Reasoning: Use the chapter's stated contrast; do not invent aircraft counts.

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

Evidence or rule: FIRST_FLIGHT/jeff102.pdf, PDF 4 / printed 19.

8(III) [3 marks]

Model answer: The thought of reaching home and enjoying breakfast makes the journey personally attractive. It helps explain why he continues towards the storm despite knowing the risk and having limited fuel. The ordinary domestic wish becomes part of a decision whose consequences are far from ordinary.

Reasoning: Present motive as contributing, not the sole cause or proof of recklessness in all circumstances.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 7 / printed 38.

8(IV) [3 marks]

Model answer: The narrator recalls the baker's long frock and its later replacement by shirt and trousers, preserving a visible history of the trade. The reference to people being compared with a baker's appearance shows that his dress remained a recognisable local point of reference beyond his daily rounds.

Reasoning: Use remembered clothing and comparison; avoid treating this as a complete history of Goan dress.

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

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

8(V) [3 marks]

Model answer: The speaker offers apparent smiles and tears as if they were dependable identification signs for a novice. These familiar human expressions turn a practical guide into comic advice. The humour depends on treating emotional-looking features as a simple classification rule rather than supplying careful observation.

Reasoning: Explain the parody; do not present the poem as a reliable zoological field guide.

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

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 13 / printed 44.

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: The beds, bowls, toys and coats show the scale of Mrs Pumphrey's provision, while Tricki needs a simpler routine rather than more possessions. The car cannot contain everything offered. This excess makes material abundance look ineffective beside the practical care that gradually restores his activity.

Reasoning: Contrast possessions and care; do not prescribe a veterinary treatment for real animals.

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 15–16 / printed 3–4.

9(II) [3 marks]

Model answer: Max interprets the expected knock through Ausable's invented police story and acts to escape it. The waiter's arrival reveals the ordinary cause that he misunderstood. For the reader, that explanation retrospectively exposes how a routine service became convincing evidence inside a deliberately constructed false account.

Reasoning: The waiter is Henry, not a police officer; the balcony does not exist.

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 28–29 / printed 16–17.

9(III) [3 marks]

Model answer: Tagging yields little feedback, and only two of his butterflies are recaptured nearby, making the activity tedious for him. His later work turns towards questions that he can investigate through experiments. The change shows dissatisfaction with one method's returns rather than a general rejection of research.

Reasoning: Keep tagging feedback distinct from later unsuccessful science-fair display.

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 46–47 / printed 34–35.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: The conductor addresses Valli with exaggerated respect, making her determined independence part of a playful exchange. She insists that she has paid her fare and should not be treated as a child who needs assistance. His amused manner recognises that assertion without fully sharing her serious view of herself. Their interaction therefore contains both negotiation and unequal perspectives: Valli wants control over how she is addressed, while the conductor can see the novelty of her performance. The humour need not be read simply as cruelty or complete equality. It helps reveal a child testing an adult role in public, with the ordinary transaction of a bus journey providing the occasion.

Reasoning: Credit nuanced tone grounded in dialogue; distinguish playful respect from a guarantee of equal status.

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

Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 4–6 / printed 97–99.

10(B) [6 marks]

Model answer: The final speaker does not introduce the claim as a result personally demonstrated. He recalls an old religious man who said that he had found a text supporting it. This chain of reporting gives the assertion the weight of age and religious authority while also keeping several voices between the reader and the original source. The claim that only God can love Anne for herself therefore enters the dialogue differently from Anne's practical proposal about hair dye. Readers can consider its spiritual force without mistaking it for an experiment about every human relationship. The stanza enlarges the discussion through a reported belief and invites attention to how authority is invoked in making an argument.

Reasoning: Analyse the chain of reported voices; do not claim the poem has established an empirical law about all human love.

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

Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8–9 / printed 118–119.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Horace lives as an apparently respectable person and enjoys collecting rare books, but he finances that enjoyment through a planned burglary each year. His regularity does not make the conduct lawful; it makes wrongdoing part of the routine that supports his preferred identity. He separates his cultivated tastes from the harm implicit in obtaining another person's property, judging himself through the pleasures he values rather than the means he uses. The later deception practised on him does not erase this contradiction or make the other thief innocent. The story invites a distinction between social appearance, personal self-justification and ethical conduct, even when a person's wrongdoing is methodical and limited by his own rules.

Reasoning: Annual theft and rare-book motive are textual facts; avoid presenting personal restraint as legal innocence.

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 32–33 / printed 20–21.

11(B) [6 marks]

Model answer: The teacher uses a picture book and a patient account of what Bholi will later be able to do. The familiar images offer a point of entry, while the promise of reading connects present difficulty with a future capacity. Bholi is not asked to become fluent immediately before receiving encouragement. Instead, the encounter gives her a reason to return and a way to imagine herself learning. This matters because earlier treatment has encouraged shame and withdrawal. The book does more than decorate the classroom: together with the teacher's words, it makes education appear accessible and hopeful. The later confident learner grows from sustained schooling, not from a single object magically removing every obstacle.

Reasoning: Connect book, teacher and future expectation; no instantaneous cure or unsupported diagnosis.

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 69–70 / printed 57–58.