Paper 03 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-PAPER03
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 03 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: (a) They are valuable when the choices shaping them are acknowledged.

Reasoning: The writer supports careful contextual listening, not automatic rejection, forced agreement or unrestricted publication.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 interview passage, paragraphs 1–5.

1(II) [1 mark]

Model answer: The pause may help the speaker recall something that is not immediately available.

Reasoning: Silence can support recollection rather than signal an interview failure.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 interview passage, paragraph 2.

1(III) [1 mark]

Model answer: verdict

Reasoning: Verdict names the judgement invited by a question about whether earlier times were better.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 interview passage, paragraph 2.

1(IV) [2 marks]

Model answer: Different memories may reflect the speakers' positions, ages or responsibilities during an event. Their disagreement can reveal varied experiences within the community, so comparing the accounts may deepen understanding rather than simply identifying one person as dishonest.

Reasoning: Distinguish perspective from lying and explain the value of comparison.

Marking points: 1 mark: Differences can follow position/age/responsibility; 1 mark: Comparison reveals varied experience without proving deceit.

Evidence or rule: Original Paper 03 interview passage, paragraph 3.

1(V) [1 mark]

Model answer: (b) What do you miss about the old market, and what has improved?

Reasoning: It allows both loss and improvement; the alternatives prejudge the answer or prioritise drama.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 interview passage, paragraph 2.

1(VI) [1 mark]

Model answer: False

Reasoning: Recording permission and public named use are different permissions in paragraph 4.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 interview passage, paragraph 4.

1(VII) [1 mark]

Model answer: (c) making deliberate limits on editing and presentation.

Reasoning: Restraint protects meaning and boundaries; it does not prohibit inquiry or remove uncertainty.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 interview passage, paragraph 5.

1(VIII) [2 marks]

Model answer: An editor might remove the cautious part of a comment and retain only its strongest phrase. The remaining words would be original, but their new context could falsely suggest certainty, changing the speaker's meaning through selective omission.

Reasoning: Use the difference between unchanged words and altered context.

Marking points: 1 mark: Removing a qualification; 1 mark: Result falsely conveys certainty or alters meaning.

Evidence or rule: Original Paper 03 interview passage, paragraph 5.

Question 2 Case based reading

2(I) [1 mark]

Model answer: Session A

Reasoning: 08:50 precedes the other session starts; the opening-hours row is not a session.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 timetable investigation, table and paragraph 3.

2(II) [1 mark]
Model answer: (d) B and C
Reasoning: B ends 09:50 while C starts 09:45, so both run during 09:45–09:50.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Original Paper 03 timetable investigation, table.

2(III) [1 mark]
Model answer: 30 minutes
Reasoning: 09:50 minus 09:20 is 30 minutes.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Original Paper 03 timetable investigation, table.

2(IV) [1 mark]
Model answer: (b) No, because their gap is only five minutes.
Reasoning: C ends 10:05 and D starts 10:10; five minutes is less than the required ten.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Original Paper 03 timetable investigation, paragraph 2 and table.

2(V) [2 marks]
Model answer: A finishes at nine ten, thirty-five minutes before C starts. C finishes at ten five, leaving thirty-five minutes before E. Both intervals exceed the required ten minutes, and the sessions themselves do not overlap.
Reasoning: Verify both successive gaps and the planning rule.
Marking points: 1 mark: First 35-minute gap verified; 1 mark: Second 35-minute gap and compliance with 10-minute rule explained.
Evidence or rule: Original Paper 03 timetable investigation, table and paragraph 2.

2(VI) [1 mark]
Model answer: Leaving the room or taking a seat.
Reasoning: Either listed activity is sufficient; following signs is also part of the stated allowance.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Original Paper 03 timetable investigation, paragraph 2.

2(VII) [1 mark]

Model answer: The booking form does not check clashes or whether sufficient transition time exists.

Reasoning: A place in each room does not solve incompatible times.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 timetable investigation, paragraphs 1 and 3.

2(VIII) [1 mark]

Model answer: 15 minutes

Reasoning: 11:15 minus 11:00 gives 15 minutes. Do not use the next day or the opening time.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 timetable investigation, table and paragraph 1.

2(IX) [1 mark]

Model answer: (c) Assume that running can replace the ten-minute allowance.

Reasoning: Paragraph 2 explicitly says that plans must not depend on rushing and applies the allowance to everyone.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Original Paper 03 timetable investigation, paragraph 2.

Question 3 Grammar

3(I) [1 mark]

Model answer: (c) will have completed

Reasoning: Future perfect locates completion before a specified future point.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Grammar rule: future perfect.

3(II) [1 mark]
Model answer: is expanding
Reasoning: The temporary developing situation uses is+present participle; collection is singular.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: present progressive for current change.

3(III) [1 mark]
Model answer: (a) Every
Reasoning: Every precedes a singular count noun; the other listed determiners require plural students here.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: every with singular count noun.

3(IV) [1 mark]
Model answer: are → is
Reasoning: News takes singular agreement despite its final-s spelling; teams is inside a modifying phrase.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: singular news despite final s.

3(V) [1 mark]
Model answer: she would send me the photographs.
Reasoning: Will becomes would after the past reporting verb; I and you become she and me in this frame.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: reported promise and will→would.

3(VI) [1 mark]
Model answer: (b) must
Reasoning: Must have expresses a strong conclusion about a past event. Might marks possibility, should an expectation, and would a conditional or hypothetical consequence; the task explicitly requests a strong deduction.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: epistemic must have.

3(VII) [1 mark]
Model answer: did not know
Reasoning: Use did not+base know for a past negative, not did not knew. Accept didn't know.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: past negative auxiliary with base verb.

3(VIII) [1 mark]
Model answer: the event might be delayed.
Reasoning: Might normally remains might in this report. Replacing it with will would change the expressed possibility.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: unchanged might in reporting; preserve modality.

3(IX) [1 mark]
Model answer: (d) no more
Reasoning: The second clause establishes that additional chairs are unnecessary. No more fits the plural noun and that meaning.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: quantifier no more with sufficient plural supply.

3(X) [1 mark]
Model answer: are → is
Reasoning: A time span considered as one amount takes singular agreement here.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: duration treated as a single amount.

3(XI) [1 mark]
Model answer: had been working
Reasoning: Past perfect continuous marks activity extending over a duration before the specified past point.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: past perfect continuous for duration before a past reference point.

3(XII) [1 mark]
Model answer: why the guests had left early.
Reasoning: Retain why and statement order; past simple did leave conventionally backshifts to had left.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: Grammar rule: reported past wh-question.

Question 4 Formal letters

4(A) [5 marks]
Model answer: 8 Garden Road
Anantpur
4 November 2026

The Editor
The Town Voice
Anantpur

Subject: Wider participation in local-history pages

Sir/Madam,
I enjoy your newspaper's accounts of our town's past, but most recent features have focused on prominent families. Workers in shops, workshops and public services also hold experiences that could enrich these pages. Their accounts may show how daily life changed in ways that formal announcements do not capture. Please consider inviting short contributions through an open notice, with assistance for people who prefer to speak rather than write. An editor could explain how material will be checked and seek permission before using names or private details. Such an approach would widen participation while maintaining accuracy. I hope you will consider a regular space for these less frequently heard voices.

Yours faithfully
Isha
Reasoning: Develop the argument for representation and a practical invitation process; do not require an invented allegation of deliberate exclusion.
Marking points: 1 mark: Format; 2 marks: Relevant developed content; 1 mark: Organisation; 1 mark: Accuracy.
Evidence or rule: Original Paper 03 public-interest letter; MS PDF 3–4.

4(B) [5 marks]
Model answer: Hill School
Anantpur
4 November 2026

Dr Sen
Community Science Centre
Anantpur

Subject: Invitation to judge student investigations

Sir/Madam,
Our Science Society is organising an exhibition of student investigations on 20 November, from ten in the morning until one in the afternoon. We would be honoured if you could judge the projects and offer brief feedback to participants. The exhibition aims to recognise thoughtful questions, fair testing and honest discussion of results, rather than decoration alone. Students will explain their methods at individual displays. Kindly let us know whether the proposed time suits you and whether you would prefer a summary of the projects beforehand. We would also appreciate your suggestions for clear judging criteria. Please confirm your availability so that we can finalise the arrangements with our teachers.

Yours faithfully
Dev
Reasoning: The invitation gives purpose, proposed arrangements and a request for confirmation. A reasonable alternative date or formal layout is acceptable.
Marking points: 1 mark: Format; 2 marks: Relevant developed content; 1 mark: Organisation; 1 mark: Accuracy.
Evidence or rule: Original Paper 03 invitation; MS PDF 3–4.

Question 5 Analytical paragraphs

5(A) [5 marks]

Model answer: The three groups show why an average should be read alongside the spread of scores. Groups A and B share a mean of seventy, yet A ranges from forty to ninety while B stays between sixty-five and seventy-five. B therefore appears more consistent on this task, although the table does not show each individual result. Group C has the highest mean, seventy-five, but a range equal to A's, from fifty to one hundred. Its minimum is lower than B's, so the highest average cannot mean that every C student outperformed every B student. Follow-up support should consider individual scores instead of treating each group as a single typical learner.

Reasoning: A and C each have a 50-point range; B has a 10-point range. Means do not rank every individual. Do not infer the full distribution from endpoints alone.

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

Evidence or rule: Original Paper 03 group-score table; MS PDF 4–5.

5(B) [5 marks]

Model answer: Draft B provides the stronger basis for a factual report because readers can identify when the event occurred and how the quoted material was obtained. Its distinction between observations and comments also reduces the risk of presenting opinion as fact. Draft A may sound exciting, but an unnamed claim of record attendance cannot support that conclusion without evidence or a comparison. The team should use B's documented account while checking quotations, names and relevant details before publication. Its missing attendance total should be acknowledged rather than filled with an estimate. If a reliable figure becomes available, it can be added with its source. Accuracy should determine the final wording, including any headline.

Reasoning: Prefer documented reporting without treating named sources as infallible; do not invent attendance to complete the report.

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

Evidence or rule: Original Paper 03 reporting cues; MS PDF 4–5.

Question 6 Prose and drama extracts

6(A)(I) [1 mark]

Model answer: Detective stories

Reasoning: Both are fans, even though Rajvir temporarily gives priority to the scenery.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

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

6(A)(II) [1 mark]

Model answer: (c) the changing landscape outside.

Reasoning: The passage explicitly contrasts reading with his keener interest in scenery.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

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

6(A)(III) [1 mark]

Model answer: ardent

Reasoning: Ardent qualifies his enthusiasm for detective stories.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

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

6(A)(IV) [2 marks]

Model answer: The repeated green makes the abundance feel immediate to someone seeing it for the first time. As paddy fields give way to tea bushes, the view also changes, so the journey becomes an unfolding discovery rather than a static background.

Reasoning: Use both repetition and movement through the landscape.

Marking points: 1 mark: Repeated green emphasises abundance/novelty; 1 mark: Changing vegetation suggests unfolding travel experience.

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

6(B)(I) [1 mark]

Model answer: Fowler's

Reasoning: Fowler has read fictional descriptions and feels let down by the actual agent and surroundings.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 26 / printed 14.

6(B)(II) [1 mark]

Model answer: (a) The hotel corridor is musty and gloomy.

Reasoning: The corridor's description supplies the environmental contrast. National location, reading and accent do not by themselves make a setting unglamorous.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 26 / printed 14.

6(B)(III) [2 marks]

Model answer: The brief repeated description interrupts the more flowing account and makes Ausable's physical appearance unusually prominent. It reinforces how strongly he differs from Fowler's imagined secret agent, while leaving open whether outward appearance is a reliable measure of ability.

Reasoning: Analyse narrative emphasis, not body size as a judgement of real people's intelligence or worth.

Marking points: 1 mark: Repetition/short sentences foreground appearance; 1 mark: Links emphasis to the mismatch with Fowler's expectations.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 26 / printed 14.

6(B)(IV) [1 mark]

Model answer: The sixth and top floor.

Reasoning: Both descriptions occur in the extract; sixth alone is sufficient.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 26 / printed 14.

Question 7 Poetry extracts

7(A)(I) [1 mark]

Model answer: The Bengal Tiger

Reasoning: The final line names the animal.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43, How to Tell Wild Animals.

7(A)(II) [1 mark]

Model answer: (b) a warning that the animal may eat the observer.

Reasoning: A polite social verb is incongruously joined to a fatal encounter.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43, How to Tell Wild Animals.

7(A)(III) [1 mark]

Model answer: discern

Reasoning: The context concerns telling which animal has been encountered.

Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43, How to Tell Wild Animals.

7(A)(IV) [2 marks]

Model answer: The rule asks an observer to identify the tiger through being eaten, a condition that destroys any practical benefit of recognition. Calling this a simple lesson creates absurdity by treating a disastrous encounter as an ordinary learning opportunity.

Reasoning: Explain the impractical condition and the ironic instructional tone.

Marking points: 1 mark: Identification depends on fatal harm; 1 mark: Casual teaching language creates absurd comic contrast.

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12 / printed 43, How to Tell Wild Animals.

7(B)(I) [1 mark]
Model answer: Changing her hair colour with dye.
Reasoning: She proposes an alteration to outward appearance, not a stated change of personality.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118, For Anne Gregory.

7(B)(II) [1 mark]
Model answer: (d) But
Reasoning: But introduces a counterargument; the other words identify features or people.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118, For Anne Gregory.

7(B)(III) [1 mark]
Model answer: Any two of brown, black and carrot.
Reasoning: Carrot here is a colour description; do not require that hair literally become a vegetable.
Marking points: 1 mark: Correct response; credit a valid equivalent where permitted.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118, For Anne Gregory.

7(B)(IV) [2 marks]
Model answer: She can choose a dye to change her hair's visible colour. She hopes this will make others love her inner self, but their motives remain outside her control. The proposed change cannot guarantee the desired response.
Reasoning: Do not treat may as a guarantee.
Marking points: 1 mark: Hair colour is within her proposed control; 1 mark: Love for the inner self is a hoped-for, not guaranteed, response.
Evidence or rule: FIRST_FLIGHT/jeff108.pdf, PDF 8 / printed 118, For Anne Gregory.

Question 8 First Flight short answers

8(I) [3 marks]

Model answer: Rajvir recognises the second-flush period because he has read about tea before visiting. However, he tells Mr Barua that he hopes to learn much more. His preparation therefore supports informed observation without making him pretend that reading has already supplied complete knowledge.

Reasoning: Use the exchange with Mr Barua, not merely the contrast with Pranjol's excitement.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

Evidence or rule: FIRST_FLIGHT/jeff105.pdf, PDF 12 / printed 74.

8(II) [3 marks]

Model answer: With Sanne's help, Anne answers the comic assignment through a poem about ducklings punished for quacking. Mr Keesing accepts the joke, shares the poem and changes his response to her talking. Creativity therefore turns a punitive exchange into a more humorous and tolerant relationship.

Reasoning: Credit Sanne's assistance; do not attribute the entire verse strategy to Anne alone.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

Evidence or rule: FIRST_FLIGHT/jeff104.pdf, PDF 6–7 / printed 53–54.

8(III) [3 marks]

Model answer: Earlier, the lively cow made Valli laugh, but its dead body now links the same familiar creature with sudden loss. The memory interrupts her delight in the scenery. Her return is therefore emotionally different even though the road and many sights are the same.

Reasoning: Track the contrast across two sightings without claiming she has acquired a complete philosophy of death.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

Evidence or rule: FIRST_FLIGHT/jeff107.pdf, PDF 9–10 / printed 102–103.

8(IV) [3 marks]

Model answer: Natalya and Lomov present ownership as a question of fairness or principle, yet their repeated assertions quickly become personal accusations. The small value of the land does not prevent escalating hostility. Their conduct exposes how pride can hide beneath the language of reasonable moral conviction.

Reasoning: Support the gap between proclaimed principle and behaviour; do not adjudicate legal ownership as an examiner.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

Evidence or rule: FIRST_FLIGHT/jeff109.pdf, PDF 7–9 / printed 126–128.

8(V) [3 marks]

Model answer: The house is undergoing a remarkable change, but the speaker's letters give it little space. That contrast creates tension between immediate experience and outward communication. It can suggest difficulty, reluctance or uncertainty in expressing an important transformation, rather than proving that the event is unimportant.

Reasoning: Accept supported explanations; the poem does not name one exclusive motive.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

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

Question 9 Footprints Without Feet short answers

9(I) [3 marks]

Model answer: Bholi's later clear refusal shows that silence should not have been mistaken for permanent consent or helplessness. When Bishamber demands money, she acts on her judgement and rejects him. Her voice exposes a capacity for dignity that the onlookers' dismissive descriptions had failed to recognise.

Reasoning: Locate the refusal in response to the dowry demand; do not claim every earlier silence has a single proven motive.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 71–73 / printed 59–61.

9(II) [3 marks]

Model answer: Monsieur Loisel searches for the necklace, uses his inheritance and borrows money for the replacement. He later works extra hours to repay the debt. These actions show that the consequences and sacrifices are shared, so the story's hardship cannot be understood through Matilda's experience alone.

Reasoning: Credit actual actions; do not imply that support makes the concealment wise.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 55–56 / printed 43–44.

9(III) [3 marks]

Model answer: Herriot restores Tricki's health, yet he also enjoys the luxurious supplies sent by Mrs Pumphrey. His temptation to prolong the stay reveals a personal benefit within the helpful relationship. He finally calls her to collect Tricki, so the narrative includes both self-interest and professional responsibility.

Reasoning: Avoid claiming an actual unnecessary extension occurred merely because he felt tempted.

Marking points: 2 marks: Accurate relevant content; 1 mark: Clear coherent expression.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 16–17 / printed 4–5.

Question 10 First Flight long answers

10(A) [6 marks]

Model answer: The narrator experiences another pilot as a guide through the storm and follows the black aeroplane towards safety. After landing, however, he cannot find it, and the woman at the control centre says that only his aircraft appeared on the radar. These accounts do not neatly fit together. Leaving the helper unidentified preserves the mystery and makes the reader reconsider the limits of the narrator's knowledge under pressure. His gratitude and relief are real parts of his experience, but they do not establish who the guide was. The ending therefore invites interpretation without authorising one definite explanation, such as a confirmed ghost, miracle or technical account of the event.

Reasoning: Credit a reasoned hypothesis only when distinguished from a confirmed fact.

Marking points: 3 marks: Supported textual argument; 2 marks: Organisation/expression; 1 mark: Accuracy.

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

10(B) [6 marks]

Model answer: The poem adopts the confident tone of a practical guide, but its methods can require the observer to suffer the very danger that identification should help avoid. The casual certainty makes the advice absurd. In The Proposal, characters also speak as if their claims are beyond question, repeating ownership assertions while reasonable conversation collapses. Their confidence reveals pride rather than a reliable solution. The genres create different kinds of humour: one plays with the language of instruction, while the other dramatises competing voices and escalating conflict. Both make readers notice a gap between certainty of expression and the reasonableness of what is actually being said or done.

Reasoning: Compare specific language effects; do not reduce both works to an identical moral.

Marking points: 3 marks: Supported textual argument; 2 marks: Organisation/expression; 1 mark: Accuracy.

Evidence or rule: FIRST_FLIGHT/jeff103.pdf, PDF 12–14 / printed 43–45; jeff109.pdf, PDF 7–9 / printed 126–128.

Question 11 Footprints Without Feet long answers

11(A) [6 marks]

Model answer: Griffin uses his unusual condition to intimidate people and resist accountability. At the inn he throws off the disguise and then removes clothing, using increasing invisibility to escape the constable's grasp. Jaffers, by contrast, treats the strange appearance as a difficulty within his duty, not a reason to abandon it. He attempts the arrest because the warrant requires him to act, even when the person becomes hard to see or hold. Their encounter separates possessing an exceptional power from using judgement responsibly. Griffin's advantage serves escape and violence, while Jaffers's persistence shows commitment to a public task despite uncertainty and personal danger.

Reasoning: Use the inn arrest episode, not the previously assessed store/clothing dilemma.

Marking points: 3 marks: Supported textual argument; 2 marks: Organisation/expression; 1 mark: Accuracy.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 42–43 / printed 30–31.

11(B) [6 marks]

Model answer: During the invasion episode, a book protects Earth because the Martians misunderstand it, not because they have learned its meaning. The final account offers a different relationship with knowledge. Earthlings later teach the Martians to read, distinguish books from sandwiches and establish a library in their capital. Books can now support shared learning and contact rather than panic produced by misinterpretation. This change extends the play beyond a joke about an unsuccessful attack. It suggests that peaceful relations can grow through understanding what another culture communicates. The ending does not make every character instantly free of fear, since Mother Goose remains difficult for them, but the wider relationship has changed.

Reasoning: Do not invent further diplomatic events or require reconciliation to erase every fear.

Marking points: 3 marks: Supported textual argument; 2 marks: Organisation/expression; 1 mark: Accuracy.

Evidence or rule: Footprints_without_feet_Supplimentary CL 10 CBSE.pdf, Tripura 2020, PDF 85 / printed 73.