

CBSE Class 12 English Core

Sample Paper – 10

Duration: 180 Minutes

Maximum Marks: 80

General Instructions

- This question paper contains **13 questions**. All questions are **compulsory**.
- The paper is divided into **three sections**: **Section A** (Reading Skills – 22 marks), **Section B** (Creative Writing Skills – 18 marks) and **Section C** (Literature – 40 marks).
- Attempt all questions based on the specific instructions given for each part.
- Separate instructions are given with each question/part, wherever necessary.
- **Adhere to the prescribed word limit** while answering the questions.
- There is **no overall choice**, but an **internal choice** has been provided in some questions. Attempt only one of the alternatives in such questions.
- Marks for each question/part are indicated against it in [].

Section A – Reading Skills (22 Marks)

Q1. Read the following passage carefully.

[12]



1. Ammamma always waited for the lamps to be lit before she began. On winter evenings, when the last of the sunlight slipped behind the tamarind tree and the courtyard grew cool, the three children would gather on the woven mat at her feet. She would settle her back against the old pillar, draw her shawl close, and let a slow smile spread across her wrinkled face. That smile, the children knew, was the sign that a story was about to begin.

2. She had a way of telling that no book could match. Her voice would drop to a whisper when a tiger crept through the forest, and rise like a festival drum when a clever village girl outwitted a greedy king. She used her hands to shape palaces in the air, and her eyes widened so that even the youngest, little Anu, forgot to be afraid of the dark. The stories were old, older than Ammamma herself, handed down from her own grandmother across a hundred forgotten evenings.

3. On this particular night she told the tale of a poor woodcutter who shared his single loaf with a hungry stranger, only to find that the stranger was a wise sage who rewarded his kindness. The children had heard it before, yet they leaned in as though hearing it for the first time. Ravi, the eldest, wanted to ask how the sage had appeared so suddenly, but he held his tongue, unwilling to break the spell of her voice.

4. When the tale was done, a hush settled over the courtyard. Anu asked, in a small voice, whether the woodcutter had truly been so poor. Ammamma laughed gently and said that the poorest man is the one who has nothing to give away, and the richest is the one who gives even when he has little. The children were quiet, turning the strange idea over in their minds, sensing that the story had carried a lesson without ever seeming to teach.

5. Later, when their mother called them in for supper, they went reluctantly, still wrapped in the world Ammamma had made. She stayed a while on the veranda, watching the first stars appear. She knew that one day the children would forget the exact words of her tales, but she hoped they would remember the warmth of these evenings, and pass on, in their own voices, the small truths that stories carry from one generation to the next. (431 words)

Answer the following questions, based on the passage above.

- (i) Which detail in paragraph 2 tells us that Ammamma's stories were very old? (1)
- (ii) Complete the following suitably: Ammamma's smile served as a _____, telling the children that _____ (1)
- (iii) The passage suggests all of the following about Ammamma EXCEPT — (1)
- A. that she told her stories with great expression
 - B. that she had learnt the tales from her own grandmother
 - C. that she read the stories aloud from an old book



- D. that she wished the children to carry the tales forward
- (iv) Why does the writer say the children “leaned in as though hearing it for the first time”? Answer in about 40 words. (2)
- (v) Based on paragraph 2, state *one* way the writer shows how skilfully Ammamma held her listeners. (1)
- (vi) The word “spell” in paragraph 3 (“break the spell of her voice”) is closest in meaning to: (1)
- A. a magic curse B. an enchanting charm C. a spoken word D. a period of time
- (vii) What does Ammamma mean when she says the richest man is the one who gives even when he has little? (1)
- (viii) How does the final paragraph reveal what Ammamma truly hopes to pass on to her grandchildren? Answer in about 40 words. (2)
- (ix) Complete the following with the most suitable option. The central idea of the passage is _____ . (1)
- A. a child’s fear of the dark
B. the way stories carry warmth and wisdom across generations
C. the hardships of village life
D. a grandmother’s daily household routine
- (x) Why did the children go in to supper “reluctantly”? (Any one reason) (1)

Q2. Read the following passage carefully.

[10]



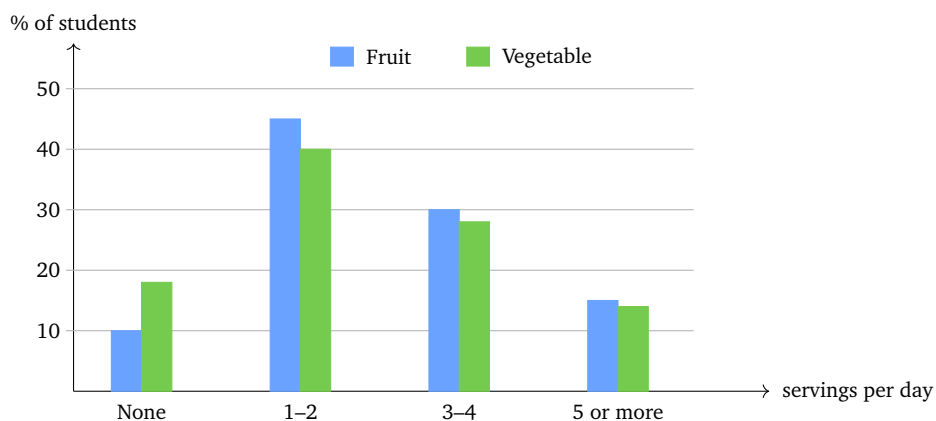
1. A health survey was carried out in twenty senior schools to find out how many servings of fruit and vegetables students eat in a day. Nutrition experts recommend at least five servings daily, yet earlier reports had suggested that most teenagers fall well short of this target. The survey covered 2,000 students and asked them to record everything they ate over one full week.

2. To keep the data reliable, the students kept simple food diaries, which were later checked by the school health teachers. The responses were sorted into four groups according to the number of servings eaten per day: none, one to two, three to four, and five or more. Fruit intake and vegetable intake were counted separately, and the results were displayed in the bar graph given below.

3. The findings were mixed. A large share of students managed one to two servings, but very few reached the recommended five or more. Vegetables were eaten less often than fruit, partly because many students said they disliked the taste of the cooked vegetables served at home, while fruit was seen as sweeter and easier to carry to school.

4. The survey also uncovered some encouraging signs. Students who carried a fruit in their bags, or whose families kept cut vegetables ready to eat, tended to eat far more of both. Awareness, too, was rising: many students knew the “five-a-day” advice, even if they did not yet follow it.

5. The report ended with a simple suggestion. Schools could help by offering fruit at the canteen and by teaching students easy, tasty ways to include vegetables in their meals, turning good advice into a daily habit. *(Created for academic usage / 280 words)*



Answer the following questions, based on the given passage.

- (i) What was the main purpose of the survey described in the passage? (1)
- A. To compare the prices of fruit and vegetables
 - B. To find out how many servings of fruit and vegetables students eat daily
 - C. To rank schools by the quality of their canteens



- D. To measure how fast students eat their meals
- (ii) Fill in the blank with the correct option from those given in brackets. Nutrition experts recommend at least _____ servings a day (*three / five / seven*). (1)
- (iii) Based on the bar graph, which serving band had the largest share of students for fruit? (1)
- (iv) Why were vegetables eaten less often than fruit, according to the passage? Answer in about 40 words. (2)
- (v) Complete the sentence with reference to the bar graph: In the “5 or more” band, the percentage of students eating fruit is _____ the percentage eating vegetables (*higher than / equal to / lower than*). (1)
- (vi) What does the passage suggest actually helps students eat more fruit and vegetables? (1)
- (vii) How does the report suggest schools can turn good advice into a daily habit? Answer in about 40 words. (2)
- (viii) Select the option that is NOT stated in the passage. (1)
- A. Fruit was seen as easier to carry to school.
 - B. Very few students reached five or more servings.
 - C. All the students disliked cooked vegetables.
 - D. Awareness of the “five-a-day” advice was rising.

Section B – Creative Writing Skills (18 Marks)

All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.

Q3. Attempt **any one** of the two, (A) or (B), in about 50 words. [4]

(A) You are Ishaan Kapoor, the Head Boy of Riverside Public School, Lucknow. The school is organising a **Career Counselling Session** for senior students, to be conducted by a panel of experts in the school auditorium. Write a notice in about 50 words informing students and inviting them to register. Put your notice in a box.

OR

(B) You are Tara Nambiar, the Secretary of the IT Club of Vidya Vihar School, Bhopal. The club is holding a **Cyber-Safety Awareness Talk** for



students of Classes XI and XII. Write a notice in about 50 words informing students of the event and inviting them to attend. Put your notice in a box.

Q4. Attempt **any one** of the two, (A) or (B), in about 50 words. [4]

(A) As the Cultural Secretary of Sunbeam School, Dehradun, draft a formal invitation to Colonel Rajan Bhatia (Retd.), a decorated army veteran, requesting him to be the chief guest at the school's **Republic Day** celebration. Provide the essential details.

OR

(B) You are Colonel Rajan Bhatia (Retd.). Write a formal reply in about 50 words accepting the invitation to be the chief guest at the Republic Day celebration and expressing your gratitude.

Q5. Attempt **any one** of the two, (A) or (B), in 120–150 words. [5]

(A) You are Nisha Grover of 47, Maple Street, Kanpur. Write a letter to the Editor of *The Northern Mirror* drawing attention to the problem of **inadequate street lighting** in your locality, and suggesting measures to make the streets safer after dark. Use the cues below along with your own ideas.

- dark, unlit stretches near the market
- risk to pedestrians and women's safety
- non-functioning and broken lamp-posts
- need for prompt repair and regular maintenance

OR

(B) You are Aditya Rao of 5, Palm Grove, Nagpur. You have seen the following advertisement in *The Central Chronicle* for the post of a **Junior Editor** at a magazine. Write a letter applying for the position. Include your bio-data with the application.



Horizon Monthly

We seek a **Junior Editor** with: an excellent command of English; a sharp eye for detail; the ability to edit and proofread under deadlines.

Qualification: Graduate in English or Journalism. **Experience:** Freshers may apply.

Send your application with bio-data to: The Managing Editor, Horizon Monthly, 21 Quill Road, Nagpur.

Q6. Attempt **any one** of the two, (A) or (B), in 120–150 words. [5]

(A) Rising pollution and shrinking green cover have made tree planting more urgent than ever. You are Kabir Sen. Write an article for your school magazine titled “**The Importance of Planting Trees**”, discussing why trees matter and how students can help. Use the cues below along with your own ideas.

- benefits of trees for air and climate
- shrinking green cover in cities
- role of students and schools
- practical ways to plant and protect trees

OR

(B) Your school recently held an inter-house **Debate Competition**. As the Secretary of the Literary Society, Meher Ali, write a report for the school magazine describing the event. Use the cues below along with your own ideas.

- topic and purpose of the debate
- houses and participants
- conduct of the event and judges
- winners and overall outcome

Section C – Literature (40 Marks)

Prescribed texts: Flamingo and Vistas.

Q7. Read the following extract and solve **ANY ONE** of the given two, (A) or (B). [6]

(A)



*If we were not so single-minded
about keeping our lives moving,
and for once could do nothing,
perhaps a huge silence
might interrupt this sadness
of never understanding ourselves
and of threatening ourselves with death.* (Keeping Quiet)

- (i) What does the poet mean by our being “single-minded / about keeping our lives moving”? (1)
- (ii) Complete the following suitably: The “huge silence” the poet longs for could _____ the sadness of human life. (1)
- (iii) What is the “sadness / of never understanding ourselves” that the poet speaks of? (1)
- (iv) The phrase “threatening ourselves with death” refers to _____ (*wars and violence / natural disasters / old age*). (1)
- (v) How, according to the poet, could stillness benefit humanity? (1)
- (vi) Identify one poetic device used in the extract, with an example. (1)

OR

(B)

*Driving from my parent’s
home to Cochin last Friday
morning, I saw my mother,
beside me,
doze, open mouthed, her face
ashen like that
of a corpse and realised with pain
that she was as old as she
looked . . .* (My Mother at Sixty-six)

- (i) Where was the poet travelling, and who was seated beside her? (1)
- (ii) Complete the following: The mother’s face is compared to that of a _____. (1)
- (iii) What does the word “ashen” suggest about the mother’s appearance? (1)



- (iv) Why does the poet feel “pain” as she looks at her mother? (1)
- (v) The simile “ashen like that / of a corpse” creates a mood of _____ (joy / fear and sorrow / calm). (1)
- (vi) Name the figure of speech in “ashen like that of a corpse”. (1)

Q8. Read the following extract and solve **ANY ONE** of the given two, (A) or (B). [4]

(A)

MR LAMB: ...you think you're the only one, then? You think you're the only person with a face out of the ordinary?

DERRY: Not out of the ordinary. Ugly.

MR LAMB: ...you keep your ears open, and you don't only listen to what people say to your face. (On the Face of It)

- (i) Why does Derry insist that his face is “ugly” rather than merely unusual? (1)
- (ii) Complete the sentence suitably: Mr Lamb tries to make Derry see that he is _____ the only one with a difficult face (not / certainly / almost). (1)
- (iii) How does Mr Lamb’s attitude to appearance differ from Derry’s? (1)
- (iv) The extract mainly explores the theme of _____ (self-acceptance / physical beauty / a rivalry in friendship). (1)

OR

(B)

“The kindest thing would be to put him back into the sea,” said Dr Sadao, staring down at the motionless man. But neither of them moved. “If the servants say we cannot keep him,” said Hana, “what will you do?” (The Enemy)

- (i) Who is the “motionless man”, and why is he a problem for Dr Sadao? (1)
- (ii) Complete the sentence: Dr Sadao says the “kindest thing” would be to put the man back into the _____. (1)
- (iii) Why do neither Sadao nor Hana move to carry out this plan? (1)
- (iv) The extract reveals the conflict between Sadao’s _____ (duty as a doctor and loyalty to his country / greed and fear / love and hatred for Hana). (1)



Q9. Read the following extract and solve **ANY ONE** of the given two, (A) or (B). [6]

(A)

“I’d love to have a boutique one day,” Sophie said as they walked home from school. . . . “You have to have money to start a boutique,” said Jansie, “pots of money.” . . . “I’ll find it,” said Sophie. “You need experience too,” said Jansie. (Going Places)

- (i) What is Sophie’s dream, as revealed in the extract? (1)
- (ii) Complete the sentence: Jansie reminds Sophie that starting a boutique needs _____ . (1)
- (iii) How does Sophie’s reply “I’ll find it” reflect her nature? (1)
- (iv) In what way does Jansie differ from Sophie in this conversation? (1)
- (v) Sophie’s plans are best described as _____ (*practical / fanciful and unrealistic / modest*). (1)
- (vi) What does the exchange reveal about the girls’ social background? (1)

OR

(B)

“It is his karam, his destiny,” says Mukesh’s grandmother. Born in the caste of bangle makers, they have seen nothing but bangles . . . in the dark hutments, next to lines of flames of flickering oil lamps, boys and girls sit welding pieces of coloured glass. (Lost Spring)

- (i) What does the grandmother mean by “karam” and “destiny”? (1)
- (ii) Complete the sentence: The bangle makers of Firozabad have known nothing but _____ for generations. (1)
- (iii) Why does the author stress the “dark hutments” and “flickering oil lamps”? (1)
- (iv) What does the extract reveal about the working conditions of the children? (1)
- (v) The bangle makers remain trapped mainly by _____ (*tradition and exploitation / their own laziness / a shortage of raw material*). (1)
- (vi) Identify the tone of the narrator in the extract. (1)



- Q10.** Answer **any five** of the following six questions in 40–50 words each.
[5×2=10]
- (i) How did Gandhi’s struggle at Champaran make it a turning point for the peasants?
(*Indigo*) (2)
 - (ii) Why does Sophie’s father refuse to believe her story about meeting Danny Casey?
(*Going Places*) (2)
 - (iii) According to Keats in *A Thing of Beauty*, what are some of the beautiful things that keep us bound to the earth? (2)
 - (iv) What does Neruda hope people will realise during the silence he asks for in *Keeping Quiet*? (2)
 - (v) How did the near-drowning at the YMCA pool affect Douglas? (*Deep Water*) (2)
 - (vi) What is the usual objection that celebrities raise against being interviewed? (*The Interview*) (2)
- Q11.** Answer **any two** of the following three questions in 40–50 words each.
[2×2=4]
- (i) How did Zitkala-Sa feel about the cutting of her long hair in *The Memories of Childhood*? (2)
 - (ii) Why were the Maharaja’s officers afraid of losing their jobs in *The Tiger King*? (2)
 - (iii) Why did Dr Sadao finally decide to help the enemy soldier escape in *The Enemy*? (2)
- Q12.** Answer **any one** of the following two questions in about 120–150 words.
[5]
- (A)** In *Going Places*, Sophie lives more in a world of dreams than of reality. Discuss how the story explores the gap between imagination and the life she actually leads.
- OR**
- (B)** In *Indigo*, Gandhi teaches the peasants of Champaran the value of leadership and self-reliance. Discuss how his methods reflect these qualities.



Q13. Answer **any one** of the following two questions in about 120–150 words.
[5]

(A) *The Tiger King* shows that human arrogance cannot escape destiny. Discuss the story in the light of this statement.

OR

(B) In *The Enemy*, compassion proves stronger than the hatred of war. Discuss how Dr Sadao's conduct supports this idea.



Model Answers & Marking Scheme

The answers below are indicative. Credit should be given to any other valid, well-expressed response. In writing tasks, marks are for format, content, and expression.

Q1.**Model Answer****Section A — Passage 1 (Reading).**

- (i) The detail that the stories were “older than Amamma herself, handed down from her own grandmother” shows they were very old. (1)
- (ii) Amamma’s smile served as a **sign/signal**, telling the children that **a story was about to begin**. (1)
- (iii) **C** — she read the stories aloud from an old book. (The passage says her telling was such that “no book could match”.) (1)
- (iv) They loved the tale so much, and Amamma’s telling was so vivid and expressive, that the familiar story felt fresh each time; her voice held them spellbound so they listened with the same eager wonder as before. (2)
- (v) Any one: she lowered her voice to a whisper for tense moments and raised it “like a festival drum”; she shaped palaces in the air with her hands; her widened eyes made even little Anu forget her fear. (1)
- (vi) **B** — an enchanting charm. (1)
- (vii) She means that true wealth lies in generosity of heart, not in possessions; a person who shares even from his little is richer than one who hoards yet gives nothing. (1)
- (viii) It shows she hopes to pass on not the exact words but the warmth of these evenings and the “small truths” the stories carry, so that the children will one day retell them in their own voices to the next generation. (2)
- (ix) **B** — the way stories carry warmth and wisdom across generations. (1)
- (x) Any one: they were still absorbed in the world Amamma’s story had created; they did not want the magical evening to end. (1)

[Go Back to Q1](#)

Q2.

Model Answer**Section A — Passage 2 (Reading).**

- (i) **B** — to find out how many servings of fruit and vegetables students eat daily. (1)
- (ii) **five**. (1)
- (iii) The “**1–2**” **band** (the tallest fruit bar, at about 45%). (1)
- (iv) Many students said they disliked the taste of the cooked vegetables served at home, whereas fruit was seen as sweeter and easier to carry to school, so fruit was eaten more often than vegetables. (2)
- (v) **higher than** (fruit about 15% against vegetables about 14% in the “5 or more” band). (1)
- (vi) Carrying a fruit in one’s bag, or having a family that keeps cut vegetables ready to eat, helped students eat far more of both. (1)
- (vii) Schools can offer fruit at the canteen and teach students easy, tasty ways to add vegetables to their meals, so that the “five-a-day” advice becomes a daily habit rather than mere knowledge. (2)
- (viii) **C** — All the students disliked cooked vegetables (the passage says only “many” did, not all). (1)

[Go Back to Q2](#)

Q3.

Model Answer

Section B — Notice (any one). *Format (4): box + name of issuing body + “NOTICE” + date + heading + body (what/when/where/whom) + signature, name, designation.*

(A) Career Counselling Session — indicative answer:



RIVERSIDE PUBLIC SCHOOL, LUCKNOW

NOTICE

3 July 20XX

Career Counselling Session

A Career Counselling Session for students of Classes XI and XII will be held in the school auditorium on Saturday, 12 July, from 10 a.m. to 12 noon. A panel of experts will guide students on courses and career choices. Interested students may register with the undersigned by 10 July.

Ishaan Kapoor
Head Boy

Marks: format 1, content 2, expression 1. (4) [Go Back to Q3](#)

Q4.

Model Answer

Section B — Formal Invitation / Reply (any one).

(A) Invitation — indicative: Sunbeam School, Dehradun, cordially invites Colonel Rajan Bhatia (Retd.) to grace the school's Republic Day celebration as chief guest on Monday, 26 January 20XX, at 9 a.m. on the school grounds. Your presence would inspire our students. *(RSVP with name/designation.)*

(B) Reply — indicative: Colonel Rajan Bhatia (Retd.) thanks Sunbeam School, Dehradun, for its kind invitation and is honoured to accept the role of chief guest at the Republic Day celebration on 26 January. He looks forward to a proud and inspiring morning with the students.

Marks: format 1, content 2, expression 1. (4) [Go Back to Q4](#)

Q5.

Model Answer

Section B — Letter (any one). *Format (1): sender's address, date, receiver, subject, salutation, body, complimentary close.*

(A) Letter to Editor — key content: raise the problem of inadequate street lighting; dark, unlit stretches near the market; the risk to pedestrians and especially to women's safety after dark; non-functioning and broken lamp-posts left unrepaired; urge the authorities to arrange prompt repair and regular maintenance before a mishap occurs.

(B) Job Application — key content: state the post (Junior Editor) and where the



advertisement was seen; express interest; highlight command of English, an eye for detail, and the ability to edit and proofread under deadlines; enclose bio-data (name, qualification, skills, contact); request an interview.

Marks: format 1, content 2, expression 2. (5) [Go Back to Q5](#)

Q6.

Model Answer

Section B — Article / Report (any one).

(A) Article “The Importance of Planting Trees” — key content: title + by-line; trees clean the air, cool cities and fight climate change; concern over shrinking green cover as cities expand; schools and students can lead by planting and adopting saplings; practical steps—plantation drives, caring for saplings, avoiding paper waste, greening the campus and neighbourhood.

(B) Report “Inter-House Debate Competition” — key content: title + by-line/reporter; topic and purpose (to build confidence and reasoning); the four houses and their speakers; conduct of the event, time keeping and the panel of judges; the winning house and best speaker; a lively, successful event that encouraged public speaking.

Marks: format 1, content 2, expression 2. (5) [Go Back to Q6](#)

Q7.

Model Answer

Section C — Poetry extract (any one).

(A) Keeping Quiet:

- (i) It means our restless, obsessive rush to keep busy and productive, never pausing to reflect or simply be still. (1)
- (ii) ... **interrupt/break** the sadness of human life. (1)
- (iii) It is the sorrow of living so hurriedly that we never pause to look within and understand our own hearts and motives. (1)
- (iv) **wars and violence.** (1)
- (v) A shared silence would halt destructive haste and let humanity reflect, heal and understand itself instead of harming others and nature. (1)
- (vi) Any one: metaphor (“huge silence”); alliteration; enjambment carrying the thought across lines. (1)



(B) My Mother at Sixty-six: (i) from her parents' home to Cochin; her ageing mother sat beside her (1); (ii) ... a **corpse** (1); (iii) it suggests a pale, grey, lifeless, colourless look, drained of vitality (1); (iv) she suddenly realises how old and frail her mother has become and fears losing her (1); (v) **fear and sorrow** (1); (vi) simile (1). [Go Back to Q7](#)

Q8.

Model Answer

Section C — Vistas extract (any one).

(A) On the Face of It: (i) his burnt, scarred face has made others cruel and he has come to see himself as repulsive (1); (ii) **not** (1); (iii) Mr Lamb looks past appearance and values people for who they are, while Derry lets his scar define his whole worth (1); (iv) **self-acceptance** (1).

(B) The Enemy: (i) the wounded white man, an escaped American prisoner of war washed ashore; sheltering an enemy could brand Sadao a traitor (1); (ii) ... the **sea** (1); (iii) as a doctor Sadao cannot let a wounded man die, and his basic humanity holds him back (1); (iv) **duty as a doctor and loyalty to his country** (1). [Go Back to Q8](#)

Q9.

Model Answer

Section C — Flamingo extract (any one).

(A) Going Places: (i) she dreams of owning a fashionable boutique of her own one day (1); (ii) ... **money** ("**pots of money**") (1); (iii) it shows her airy optimism and refusal to face practical difficulties (1); (iv) Jansie is realistic and practical, aware that money and experience are needed, unlike the day-dreaming Sophie (1); (v) **fanciful and unrealistic** (1); (vi) both belong to modest, working-class families for whom such dreams are financially out of reach (1).

(B) Lost Spring: (i) it is the fatalistic belief that their poverty and trade are fixed by fate and cannot be changed (1); (ii) ... **bangles** (1); (iii) to expose the grim, unhealthy conditions in which the children work (1); (iv) children weld glass in dark, cramped hutments by dim lamps, ruining their eyes and their childhood (1); (v) **tradition and exploitation** (1); (vi) sympathetic and quietly critical of the injustice (1). [Go Back to Q9](#)



Q10.

Model Answer**Section C — Short answers (any five; 2 marks each).**

- (i) Gandhi took up the sharecroppers' cause, defied the authorities, and won a settlement refunding part of their money; more importantly, he freed them from fear and taught them to stand up for their rights.
- (ii) Her father knows Sophie is a habitual day-dreamer who invents grand stories; a meeting with a famous footballer seems just another of her fantasies, so he dismisses it with irritation and disbelief.
- (iii) Keats lists the sun, the moon, trees, daffodils, clear streams, the forest's shade, and the "grandeur of the dooms" of great men—all of these bind us to life with their lasting beauty.
- (iv) He hopes that in the shared silence people will stop their destructive rush, look within, understand themselves, and give up violence against fellow human beings and against nature.
- (v) The bully's ducking left Douglas terrified of water for years; the fear grew into a lasting phobia that kept him from swimming and haunted him until he consciously overcame it as an adult.
- (vi) Many celebrities dislike interviews, feeling they are an intrusion into their private lives; some believe a person's soul or self is somehow diminished or "stolen" by being probed and exposed.

(Any five \times 2 = 10) [Go Back to Q10](#)

Q11.

Model Answer**Section C — Vistas short answers (any two; 2 marks each).**

- (i) She felt deeply humiliated and violated; in her culture short hair was worn by cowards and the mourning, so she resisted, was dragged and tied, and lost her spirit as her long hair was shingled.
- (ii) The Maharaja was a tyrant who could dismiss anyone on a whim; when he could not find his hundredth tiger, his rage endangered the officers, and a high-ranking officer nearly lost his post over it.
- (iii) Once he had healed the soldier, Sadao could not hand him to certain death;



to protect his family and conscience alike he quietly gave the man a boat, food and directions to escape.

(Any two \times 2 = 4) [Go Back to Q11](#)

Q12.

Model Answer

Section C — Long answer, Flamingo (any one; 5 marks).

(A) Going Places: Sophie escapes her drab, working-class life into vivid fantasies—owning a boutique, becoming an actress, and above all meeting the football star Danny Casey. Reality offers none of this: her family has little money, her father scoffs, and Danny never comes to the canal. The gap between her glamorous inner world and her ordinary circumstances leaves her wistful and alone. Barton shows how dreams, while natural to adolescence, can become a painful escape when they ignore reality altogether. (*Value points: her fantasies; the Danny Casey dream; the harsh reality of her home; the wistful ending; the theme of dream versus reality. Content 3, expression 2.*)

(B) Indigo: Gandhi does more than win a legal battle; he empowers the peasants. He investigates patiently, refuses to leave despite an order, and calmly accepts arrest, teaching the farmers to shed their fear. By securing a refund and demanding accountability, he shows leadership rooted in courage and truth, and by insisting they help themselves he plants self-reliance. (*Content 3, expression 2.*) [Go Back to Q12](#)

Q13.

Model Answer

Section C — Long answer, Vistas (any one; 5 marks).

(A) The Tiger King: Warned that a tiger would cause his death, the Maharaja arrogantly sets out to kill a hundred tigers and bend fate to his will. He hunts, bans others' hunting, and even risks a minister over a missing tiger. Yet destiny mocks his pride: the hundredth tiger survives, and a mere wooden toy tiger's sliver kills him. Kalki shows that human arrogance and power cannot outwit fate. (*Content 3, expression 2.*)

(B) The Enemy: Sadao's country is at war with the wounded American, yet as a surgeon he cannot let him die. Compassion overcomes hatred: he operates, hides and nurses him, and finally arranges his escape by boat. Duty to a fellow human being outweighs enmity. Buck suggests that at its finest, humanity rises above the divisions and cruelties of war. (*Content 3, expression 2.*) [Go Back to Q13](#)

