

CBSE Class 12 English Core

Sample Paper – 1

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. The lighthouse stood at the very edge of the world, or so it seemed to old Mr. Fernandes, who had tended its lamp for forty-one winters. Each evening, long before the sky surrendered its last colour, he climbed the one hundred and sixty steps, his knees complaining at every turn, and set the great lens turning. The light swept the water in slow, patient circles, warning ships of the rocks that lay hidden like sleeping animals beneath the foam.

2. He had come to the island as a young man, restless and certain that he would leave within a year. But the sea has a way of keeping those who listen to it. He learned the moods of the tides, the names of the gulls, the particular grey that meant a storm was gathering beyond the horizon. The islanders, few as they were, called him the keeper, though privately he felt it was the lighthouse that kept him.

3. On the night this account remembers, the wind rose without warning. It flung itself against the tower so hard that the glass hummed, and rain came sideways in stinging sheets. Far out on the black water a small fishing boat had lost its way, its single lantern flickering like a frightened heartbeat. Mr. Fernandes saw it and understood at once that the boat was drifting towards the northern rocks.

4. He did what he had always done. He trimmed the wick, polished the lens with the hem of his coat, and stood at the window willing the beam to reach further than it ever had. For two hours he watched, hardly breathing, as the little light fought the darkness. When at last the boat swung clear of the rocks and limped towards the harbour, the old man realised his hands were trembling and his cheeks were wet, though whether from rain or relief he could not say.

5. In the morning the fishermen came to thank him. They found him asleep in his chair, the lamp still burning weakly in the daylight, and they went away quietly so as not to wake him. The keeper never spoke of that night. But those who knew him said that afterwards he climbed the stairs a little more gladly, as though he had finally understood why he had stayed. (448 words)

Answer the following questions, based on the passage above.

- (i) Which detail in paragraph 1 tells us that tending the lamp had become physically hard for Mr. Fernandes? (1)
- (ii) Complete the following suitably: The writer compares the hidden rocks to _____ in order to suggest that _____ (1)
- (iii) The writer suggests all of the following about Mr. Fernandes EXCEPT — (1)
- A. that he was devoted to his duty
 - B. that he had planned to stay on the island for life
 - C. that he had grown deeply attached to the sea
 - D. that he was moved by the fate of the fishermen



- (iv) Why does the writer say that “it was the lighthouse that kept him”? Answer in about 40 words. (2)
- (v) Based on paragraph 3, state *one* way the writer builds a sense of danger. (1)
- (vi) The word “willing” in paragraph 4 (“willing the beam to reach further”) is closest in meaning to: (1)
- A. permitting B. desiring intensely C. allowing reluctantly D. predicting
- (vii) What does the detail that the fishermen “went away quietly so as not to wake him” reveal about their attitude towards the keeper? (1)
- (viii) How does the final paragraph bring about a change in the way Mr. Fernandes feels about his work? Answer in about 40 words. (2)
- (ix) Complete the following with the most suitable option. The central idea of the passage is _____ . (1)
- A. the loneliness of island life
B. the way quiet, faithful duty gives a life its meaning
C. the dangers faced by fishermen at sea
D. the mechanics of operating a lighthouse
- (x) Why did the keeper feel his hands trembling at the end of the rescue? (Any one reason) (1)

Q2. Read the following passage carefully.

[10]



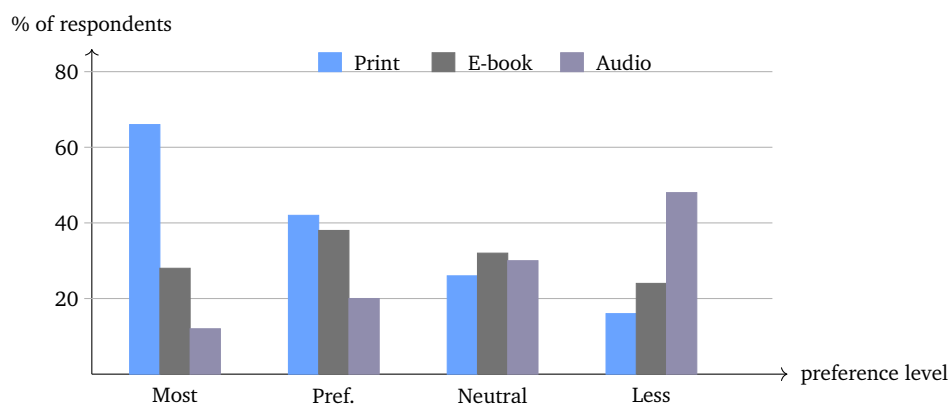
1. A recent study surveyed 1,500 senior-school students across urban and semi-urban schools to understand how they prefer to read for pleasure. The study grouped their reading into three formats: printed books, e-books read on a screen, and audiobooks. Its aim was to see whether the rapid spread of digital devices has changed long-standing reading habits, and what this might mean for school libraries.

2. Researchers ensured a broad mix of respondents in terms of gender, family background and access to devices, so that the findings would fairly represent students from many different circumstances. Data was gathered through online forms and short interviews. Students were asked to place each format on a five-point scale, from “most preferred” to “least preferred”. The results were summarised in the bar graph given below.

3. Printed books remained the most preferred format for a clear majority. Many students said that print helped them concentrate and remember what they had read, and that a physical book was “easier on the eyes” after a long day of screen-based classes. Audiobooks, though still the least chosen overall, were the fastest growing format, valued by students who read while travelling or doing chores.

4. The study also noted some concerns. Students reported that constant notifications made screen reading harder to sustain, and several admitted abandoning e-books halfway. Access was uneven too: not every student owned a device suitable for comfortable reading, which quietly shaped their “preference”.

5. The findings offer a useful direction for schools. Rather than replacing shelves with screens, libraries might do best to offer all three formats, while teaching students the focus that deep reading demands. *(Created for academic usage / 262 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 printed books and e-books
 - B. To find out whether digital devices have changed students’ reading habits



- C. To measure how fast students can read on screens
D. To rank schools by the size of their libraries
- (ii) Fill in the blank with the correct option from those given in brackets. The researchers included students from many backgrounds so that the findings would be _____ (*accurate / representative / surprising*). (1)
- (iii) Based on the bar graph, which format was chosen “most preferred” by the largest share of students? (1)
- (iv) Why does the passage describe audiobooks as “the fastest growing format” despite being the least chosen overall? Answer in about 40 words. (2)
- (v) Complete the sentence with reference to the bar graph: In the “Less preferred” category, the format with the highest percentage is _____ . (1)
- (vi) What does the phrase “quietly shaped their preference” in paragraph 4 suggest about the role of device access? (1)
- (vii) How might schools respond helpfully to the findings of this study? Answer in about 40 words. (2)
- (viii) Select the option that is NOT stated in the passage. (1)
- A. Print helped many students concentrate.
B. Notifications made screen reading harder to sustain.
C. Audiobooks were the most preferred format overall.
D. Access to suitable devices was uneven.

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 Ananya Rao, the Cultural Secretary of Sunrise Public School, Pune. The school library is organising a **Book Fair** in the school auditorium next Saturday. Write a notice in about 50 words informing students of the event and inviting them to participate. Put your notice in a box.

OR

(B) You are Rohit Menon, the Head Boy of Greenfield Academy, Kochi. The school is organising a **Blood Donation Camp** in association with



the district hospital. Write a notice in about 50 words informing senior students and inviting them to register. Put your notice in a box.

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

(A) As the Secretary of the Literary Club of Nalanda School, Nagpur, draft a formal invitation to Ms. Kavita Sharma, a well-known author, requesting her to be the chief guest at the club's Annual Story-Telling Festival. Provide the essential details.

OR

(B) You are Ms. Kavita Sharma. Write a formal reply in about 50 words accepting the invitation to be the chief guest at the Annual Story-Telling Festival and expressing your gratitude.

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

(A) You are Meera Nair of 22, Lake Road, Kozhikode. Write a letter to the Editor of *The Coastal Herald* drawing attention to the growing problem of **traffic congestion** near school zones during peak hours, and suggesting measures to make the roads safer for children. Use the cues below along with your own ideas.

- unsafe crossings during dispersal
- need for marked zebra crossings and signage
- staggered school timings
- role of traffic wardens

OR

(B) You are Arjun Verma of 8-B, Rose Villa, Jaipur. You have seen the following advertisement in *The City Times* for the post of a **Content Writer** at a publishing house. Write a letter applying for the position. Include your bio-data with the application.



Bright Pages Publishing

We seek a **Content Writer** with: excellent command of English; a flair for storytelling; ability to meet deadlines.

Qualification: Graduate in any discipline. **Experience:** Freshers may apply.

Send your application with bio-data to: The HR Manager, Bright Pages Publishing, 14 Press Lane, Jaipur.

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

(A) Reading for pleasure is slowly disappearing among teenagers who spend long hours on screens. You are Sneha Iyer. Write an article for your school magazine titled “**The Vanishing Habit of Reading**”, discussing why the habit matters and how it can be revived. Use the cues below along with your own ideas.

- benefits of reading
- distractions of the digital age
- role of schools and families
- practical ways to rebuild the habit

OR

(B) The Eco Club of your school recently organised a **Tree Plantation Drive** in the neighbourhood. As the club’s Secretary, Vikram Das, write a report for the school magazine describing the event. Use the cues below along with your own ideas.

- purpose and organisation
- student participation
- number of saplings planted
- 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)



... and looked but soon
 put that thought away, and
 looked out at Young
 Trees sprinting, the merry children spilling
 out of their homes, but after the airport's
 security check, standing a few yards
 away, I looked again at her, wan, pale
 as a late winter's moon ... (My Mother at Sixty-six)

- (i) Why does the poet deliberately “put that thought away”? (1)
- (ii) Complete the following suitably: The image of “Young Trees sprinting” stands in contrast to the mother's _____ . (1)
- (iii) What does the simile “pale / as a late winter's moon” suggest about the mother? (1)
- (iv) The “merry children spilling out of their homes” symbolise _____ (energy and life / noise and disorder / carelessness). (1)
- (v) How does the movement outside the car mirror the poet's inner state? (1)
- (vi) State one poetic device used in the extract, with an example. (1)

OR

(B)

Now we will count to twelve
 and we will all keep still.
 For once on the face of the Earth
 let's not speak in any language,
 let's stop for one second,
 and not move our arms so much. (Keeping Quiet)

- (i) What does the poet ask us to do when he says “we will all keep still”? (1)
- (ii) Why does the poet choose the specific number “twelve”? (1)
- (iii) Complete the following: “Not moving our arms so much” is the poet's plea against _____ . (1)
- (iv) The phrase “on the face of the Earth” suggests that the poet's appeal is _____ (personal / universal / temporary). (1)



- (v) What kind of stillness is the poet asking for—physical, or something deeper? (1)
- (vi) Identify the tone of the extract. (1)

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

(A)

The old fellow was a stamp collector too. He didn't tell me this—I found it out. . . . I've never found the corridor that leads to the third level at Grand Central Station, although I've tried often enough. But Sam did. . . . So he went to the Central mint. . . . (The Third Level)

- (i) What is “the third level” that Charley keeps searching for? (1)
- (ii) Complete the sentence suitably: Charley’s inability to find the third level suggests that it exists mainly in his _____ . (1)
- (iii) How does the mention of stamp collecting connect Charley and Sam? (1)
- (iv) The third level is best understood as a symbol of _____ (*escape from anxiety / a real place / a childhood memory*). (1)

OR

(B)

The Maharaja was thrilled. . . . “The State Astrologer is right. The tiger is the enemy of the King.” . . . “You may kill ninety-nine tigers in the same manner. But you must be very careful with the hundredth tiger.” (The Tiger King)

- (i) Why is the Maharaja so determined to kill tigers? (1)
- (ii) Complete the sentence: The astrologer’s warning about “the hundredth tiger” creates a sense of _____ . (1)
- (iii) What does the King’s obsession reveal about him? (1)
- (iv) The tone of the writer towards the King is best described as _____ (*admiring / satirical / neutral*). (1)



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

(A)

I was amazed. This was the first time I had heard M. Hamel talk like this. He said that French was the most beautiful language in the world. . . we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. (The Last Lesson)

- (i) Why was the narrator “amazed” to hear M. Hamel speak this way? (1)
- (ii) Complete the sentence suitably: For M. Hamel, language is compared to _____. (1)
- (iii) What does M. Hamel mean by “the key to their prison”? (1)
- (iv) The extract mainly highlights the theme of _____ (*linguistic pride and identity / classroom discipline / childhood mischief*). (1)
- (v) How does M. Hamel’s attitude in this lesson differ from his usual manner? (1)
- (vi) Identify the figure of speech in “the key to their prison”. (1)

OR

(B)

“I want to drive a car.” . . . Saheb—a name that meant the “ruler of the earth”. . . is he aware that his name, given by his grandmother, means the lord of the universe? Few airplanes fly over Seemapuri. He watches them, seldom looking at me. (Lost Spring)

- (i) What is ironic about the meaning of Saheb’s name? (1)
- (ii) Complete the sentence suitably: The contrast between Saheb’s name and his life underlines the theme of _____. (1)
- (iii) Why does the author mention that “few airplanes fly over Seemapuri”? (1)
- (iv) The children of Seemapuri are trapped mainly by _____ (*poverty and circumstance / their own laziness / bad weather*). (1)
- (v) What does Saheb’s dream of driving a car reveal about him? (1)



(vi) Identify the tone of the narrator towards Saheb. (1)

Q10. Answer **any five** of the following six questions in 40–50 words each.

[5×2=10]

- (i) Why does Franz's attitude towards school and M. Hamel change on the day of the last lesson? (2)
- (ii) What role did Douglas's instructor play in helping him overcome his fear of water? (*Deep Water*) (2)
- (iii) According to Keats in *A Thing of Beauty*, how does a thing of beauty help us cope with our troubles? (2)
- (iv) What does the peddler mean when he calls the world a "rattrap"? (*The Rattrap*) (2)
- (v) How does the poet use the image of the "late winter's moon" to express her feelings in *My Mother at Sixty-six*? (2)
- (vi) What message about human violence does Neruda convey in *Keeping Quiet*? (2)

Q11. Answer **any two** of the following three questions in 40–50 words each.

[2×2=4]

- (i) How does the journey to Antarctica in *Journey to the End of the Earth* help students understand climate change? (2)
- (ii) Why does Dr. Sadao decide to operate on the wounded enemy soldier despite the risk? (*The Enemy*) (2)
- (iii) What does Mr. Lamb try to teach Derry about living with a scarred face in *On the Face of It*? (2)

Q12. Answer **any one** of the following two questions in about 120–150 words.

[5]

(A) Douglas's account in *Deep Water* is as much about conquering fear as it is about learning to swim. Discuss how his experience conveys a larger lesson about facing our fears.

OR

(B) In *The Rattrap*, the peddler is transformed by Edla's kindness. Discuss how the story suggests that goodness lies buried in every human being.



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

(A) *The Tiger King* is a satire on the vanity and irresponsibility of those in power. Justify this statement with reference to the story.

OR

(B) “The third level was a medium of escape.” Analyse how Charley’s search reflects a common human desire to flee from a stressful present.



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 “his knees complaining at every turn” shows the climb had become physically hard. (1)
- (ii) Hidden rocks are compared to “**sleeping animals**”, suggesting a danger that is quiet and unseen but could suddenly harm ships. (1)
- (iii) **B** — he had planned to stay for life. (The text says he expected to *leave* within a year.) (1)
- (iv) The sea and its rhythms gave his restless life a purpose and a place to belong; by tending the light he found meaning, so in staying to serve the lighthouse it was really the lighthouse that held on to him. (2)
- (v) Any one: the sudden rise of wind; the humming glass; rain “sideways in stinging sheets”; the boat’s lantern likened to “a frightened heartbeat”. (1)
- (vi) **B** — desiring intensely. (1)
- (vii) It reveals their respect, gratitude and tenderness towards him—they did not wish to disturb his well-earned rest. (1)
- (viii) Having watched over a life-and-death rescue, he finally understands why he stayed all those years; his duty gains meaning, so he climbs the stairs “a little more gladly”. (2)
- (ix) **B** — the way quiet, faithful duty gives a life its meaning. (1)
- (x) Any one: relief that the boat was saved; the strain of two anxious hours; emotion at having made a difference. (1)

[Go Back to Q1](#)

Q2.

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

- (i) **B** — to find out whether digital devices have changed students' reading habits. (1)
- (ii) **representative**. (1)
- (iii) **Printed books** (the tallest bar in the “Most preferred” group). (1)
- (iv) Although the fewest students chose audiobooks overall, more students are beginning to adopt them than any other format, because they can be enjoyed while travelling or doing chores—so their share is rising the fastest. (2)
- (v) **Audiobooks** (the tallest bar in the “Less preferred” group). (1)
- (vi) It suggests that a student's “preference” was not always a free choice; those without a suitable device were quietly pushed away from screen reading by their circumstances. (1)
- (vii) Schools should keep offering all three formats rather than replacing books with screens, and should actively teach students the concentration that deep reading needs. (2)
- (viii) **C** — Audiobooks were the most preferred format overall (the passage says they were the *least* chosen). (1)

[Go Back to Q2](#)

Q3.

Model Answer

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

(A) Book Fair — indicative answer:



SUNRISE PUBLIC SCHOOL, PUNE

NOTICE

2 July 20XX

Annual Book Fair

The school library is organising a Book Fair in the school auditorium on Saturday, 12 July, from 9 a.m. to 2 p.m. A wide range of books at discounted prices, story-telling sessions and a lucky draw await you. All students are invited to visit and participate.

Ananya Rao
Cultural Secretary

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: The Literary Club of Nalanda School, Nagpur, cordially invites Ms. Kavita Sharma to grace the Annual Story-Telling Festival as chief guest on Saturday, 19 July 20XX, at 10 a.m. in the school auditorium. Your presence would inspire our young storytellers. *(RSVP with name/designation.)*

(B) Reply — indicative: Ms. Kavita Sharma thanks the Literary Club of Nalanda School for its kind invitation and is delighted to accept the role of chief guest at the Annual Story-Telling Festival on 19 July. She looks forward to an 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 danger of traffic congestion near school zones at dispersal; unsafe, unmarked crossings; suggest zebra crossings and clear signage; staggered school timings to ease the rush; deploy traffic wardens at peak hours; urge the authorities to act before an accident occurs.

(B) Job Application — key content: state the post (Content Writer) and source of the advertisement; express interest; highlight command of English, storytelling



flair, and ability to meet 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 Vanishing Habit of Reading” — key content: title + by-line; reading builds vocabulary, empathy and focus; screens and endless notifications erode attention; schools and families should model and encourage reading; practical revival—fixed reading time, book clubs, screen-free hours, well-stocked libraries.

(B) Report “Tree Plantation Drive” — key content: title + by-line/reporter; purpose (greening the neighbourhood, spreading awareness); when/where organised by the Eco Club; enthusiastic student participation; around 150 saplings planted; a successful, satisfying event with a pledge to nurture the saplings.

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

Q7.

Model Answer

Section C — Poetry extract (any one).

(A) My Mother at Sixty-six:

- (i) She puts the painful thought of her mother’s ageing and possible death away to protect herself from grief. (1)
- (ii) ...her ageing, frail and lifeless appearance. (1)
- (iii) It suggests she looks pale, colourless and lifeless, drained of vitality by age. (1)
- (iv) **energy and life.** (1)
- (v) The lively, sprinting world outside contrasts with, and momentarily distracts from, the poet’s inner sorrow and fear of loss. (1)
- (vi) Simile — “pale as a late winter’s moon” (also imagery in “Young Trees sprinting”). (1)



(B) Keeping Quiet: (i) stop all activity and be silent and still (1); (ii) it is a small, definite, countable span—enough for a shared pause (1); (iii) . . . restless, aggressive human activity (1); (iv) **universal** (1); (v) a deeper, reflective stillness—introspection, not death (1); (vi) calm, meditative, persuasive (1). [Go Back to Q7](#)

Q8.

Model Answer

Section C — Vistas extract (any one).

(A) The Third Level: (i) a supposed third level at Grand Central Station leading to the peaceful world of 1894 (1); (ii) . . . mind/imagination (1); (iii) both are stamp collectors, a shared hobby that links the present with the past (1); (iv) **escape from anxiety** (1).

(B) The Tiger King: (i) to disprove the astrologer's prophecy that a tiger will cause his death (1); (ii) . . . suspense/foreboding (1); (iii) his vanity, insecurity and misuse of power (1); (iv) **satirical** (1). [Go Back to Q8](#)

Q9.

Model Answer

Section C — Flamingo extract (any one).

(A) The Last Lesson: (i) M. Hamel, usually strict, spoke gently and passionately about French, which surprised Franz (1); (ii) . . . the key to a prison (1); (iii) holding on to one's language keeps a conquered people's identity and hope of freedom alive (1); (iv) **linguistic pride and identity** (1); (v) he is patient, emotional and reflective rather than harsh (1); (vi) metaphor (1).

(B) Lost Spring: (i) his name means "ruler of the earth", yet he is a barefoot ragpicker who owns nothing (1); (ii) . . . poverty and lost childhood (1); (iii) the planes symbolise a distant, unreachable world of privilege far above his life (1); (iv) **poverty and circumstance** (1); (v) that he still nurses dreams despite his hardship (1); (vi) sympathetic and gently critical of social injustice (1). [Go Back to Q9](#)

Q10.

Model Answer

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

(i) Realising it is the last French lesson, Franz suddenly values what he took for



granted; his books become “old friends”, and he feels sorrow and respect for M. Hamel.

- (ii) The instructor built Douglas’s confidence step by step—using a rope and pulley, teaching him to exhale under water and to kick—until piece by piece he “made a swimmer” of him and dissolved his terror.
- (iii) Beauty is “a joy for ever”; it removes the “pall” of sadness from our spirits and, like an ever-flowing fountain of immortal drink, keeps us bound to life despite gloom and suffering.
- (iv) The peddler means that the whole world tempts people with riches, joys and comforts as bait, and the moment one is greedy and reaches for them, the trap closes—exactly like a rattrap.
- (v) The “late winter’s moon” is dim, pale and lifeless; the image mirrors the mother’s aged, colourless face and the poet’s ache of an approaching, chilling loss.
- (vi) Neruda pleads for a reflective silence that would halt all violence—wars, cruelty to others and to nature—and let humanity examine itself instead of rushing about in destructive haste.

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

Q11.

Model Answer

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

- (i) Seeing Antarctica’s ancient ice and fragile ecosystems first-hand makes the abstract idea of climate change real; students witness how small changes ripple through the environment, deepening their sense of responsibility.
- (ii) As a doctor, Sadao’s duty to save life overrides his hatred of the enemy; his professional conscience and basic humanity will not let a wounded man die, even at personal risk.
- (iii) Mr. Lamb teaches Derry to look past his burnt face, to value his mind and abilities, to face people instead of hiding, and to see that everyone bears some “scar”—what matters is how one lives.

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



Q12.

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

(A) Deep Water: A childhood ducking left Douglas with a paralysing fear of water. He shows that fear, if unfaced, can shrink a life. Through disciplined practice with an instructor and, later, alone at Lake Wentworth, he confronts and defeats “the terror”. The essay’s larger lesson—“All we have to fear is fear itself”—is that fears are conquered not by avoidance but by deliberate, courageous exposure. (*Value points: origin of fear; its grip; systematic effort; final triumph; universal message. Content 3, expression 2.*)

(B) The Rattrap: The cynical peddler believes the world is a trap. Edla’s warmth—treating him as a captain, a fellow human—awakens the goodness buried in him, and he leaves the gift and a note signed “Captain von Stahle”. Lagerlöf suggests that kindness can reach the essential goodness in anyone. (*Content 3, expression 2.*) [Go Back to Q12](#)

Q13.

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

(A) The Tiger King: The story mocks the Maharaja’s vanity: he kills a hundred tigers to defy a prophecy, bans hunting for others, bends officials to his whims, even risks a minister’s job over a fictitious tiger. Ironically a cheap wooden toy tiger kills him. Kalki satirises the arrogance and irresponsibility of autocratic power. (*Content 3, expression 2.*)

(B) The Third Level: Overwhelmed by the “insecurity, fear, war, worry” of modern life, Charley imagines a third level leading to the calm of 1894. His search is a psychological escape—a wish to flee an anxious present for a gentler past. Finney shows escapism as a common human response to stress. (*Content 3, expression 2.*)

[Go Back to Q13](#)