

# CBSE Class 12 English Core

## Sample Paper – 2

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. Every evening at half past six, a thin old man in a frayed brown coat set down a battered case at the north corner of Meridian Square and lifted a violin to his chin. The square was never quiet at that hour. Buses hissed at the kerb, office workers hurried past with their heads bent against the wind, and pigeons scattered under a thousand impatient feet. Into that roar the old man poured a slow, unhurried tune, as though the noise of the city were only a river he had learned to stand in.
2. Most people did not stop. They heard, without listening, a few bars of something old and sweet, and then the traffic carried them away. But the music did not seem to need an audience. The violinist played with his eyes half closed, swaying a little, and the melody rose above the horns and the shuffle of shoes like a bird that refuses to be grounded.
3. One evening a small girl, perhaps six years old, tugged her mother to a halt in front of the case. She stood absolutely still, her school bag sliding off one shoulder, and stared as if she had never heard sound before. The mother pulled gently at her hand, glancing at her watch, but the child would not move. For four whole minutes she listened, and when the tune ended she opened her fist and dropped two warm coins into the case with the seriousness of someone paying for something precious.
4. The old man opened his eyes and smiled at her — not the practised smile he gave to passing strangers, but something quieter and more surprised. He bent, murmured a word of thanks, and then, as the girl was finally led away, he began a new tune, brighter than the last, that seemed to follow her small figure across the square until it was lost in the crowd.
5. People who passed the corner often wondered why he played there at all, since the coins he gathered would hardly buy a meal. But perhaps the coins were never the point. In a place where everyone was rushing somewhere, the violinist had made a small island of stillness, and now and then a stranger stepped onto it, listened, and walked away a little less alone. (451 words)

**Answer the following questions, based on the passage above.**

- (i) Which detail in paragraph 1 tells us that the old violinist was poor? (1)
- (ii) How does the writer suggest that the violinist was not disturbed by the noise of the square? Answer in about 40 words. (2)
- (iii) The writer says the melody rose “like a bird that refuses to be grounded”. This image mainly suggests that the music was — (1)
  - A. loud enough to hurt the ears
  - B. free and rising above the surrounding noise
  - C. difficult for the listeners to understand
  - D. played only for the pigeons in the square



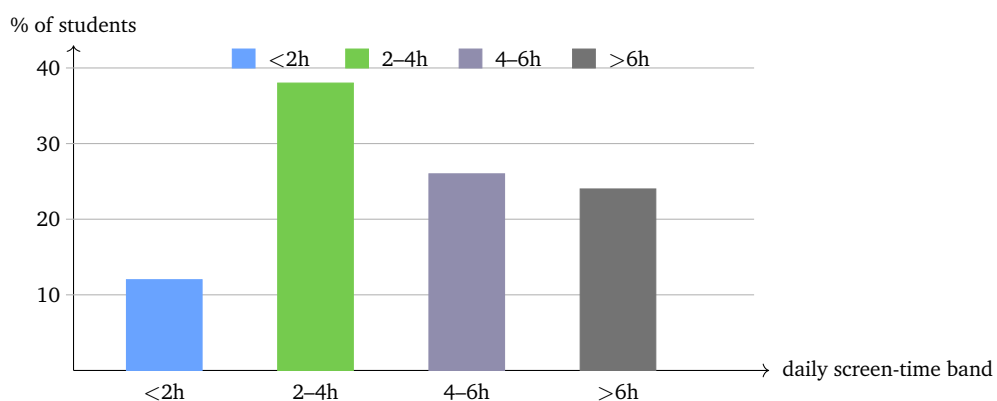
- (iv) Complete the following suitably: The little girl dropped the coins “with the seriousness of someone paying for something \_\_\_\_\_”. (1)
- (v) Based on paragraph 3, state *one* way the writer shows that the child was deeply absorbed by the music. (1)
- (vi) The word “practised” in paragraph 4 (“not the practised smile”) is closest in meaning to: (1)  
A. skilful    B. automatic and habitual    C. joyful    D. rehearsed for a stage
- (vii) Why does the writer describe the violinist’s smile at the girl as “quieter and more surprised”? (1)
- (viii) How does the final paragraph explain the real reason the old man played in the square? 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 hardship of earning a living through music  
B. how art can create small moments of connection in a busy, indifferent world  
C. the dangers of city traffic for children  
D. the training required to become a violinist
- (x) Why do people who pass the corner “wonder why he played there at all”? (Any one reason) (1)

**Q2.** Read the following passage carefully.

**[10]**



1. A survey of 1,200 students of classes 9 to 12 was carried out to find out how much time they spend each day looking at screens outside of school hours. This included time spent on phones, tablets, laptops and televisions, whether for study, gaming, social media or watching videos. The aim was to help parents and schools understand present habits and their possible effect on sleep and study.
2. Students were asked to record their daily out-of-school screen use for one week, and the average was placed into one of four bands: under two hours, two to four hours, four to six hours, and more than six hours a day. Care was taken to include students from different backgrounds and both day scholars and hostellers, so that the picture would be balanced. The results are shown in the bar graph below.
3. The largest share of students fell into the two-to-four-hour band, which the researchers considered moderate but manageable. A worrying number, however, reported more than six hours a day, and these students most often also reported disturbed sleep, tired eyes and difficulty concentrating on homework. Only a small group managed to keep their screen time under two hours.
4. The study noted that screens are not the enemy in themselves; much depends on how the time is used. A student revising through a well-made video is not the same as one scrolling endlessly late at night. Still, the researchers cautioned that long unbroken hours before a screen, especially close to bedtime, take a real toll on health and attention.
5. The report ended with a gentle suggestion rather than a ban: fixed screen-free hours, regular breaks, and putting devices away an hour before sleep can help students enjoy the benefits of technology without paying too high a price. *(Created for academic usage / 271 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 rank students according to their marks
  - B. To understand students' daily screen-time habits and their possible effects



- C. To decide which brand of phone students should buy  
D. To compare day scholars with hostellers in sports
- (ii) Based on the bar graph, which screen-time band had the highest percentage of students? (1)
- (iii) Fill in the blank with the correct option from those given in brackets. The researchers described the two-to-four-hour band as \_\_\_\_\_ (*harmful / moderate / impossible*). (1)
- (iv) Why do the researchers say that “screens are not the enemy in themselves”? Answer in about 40 words. (2)
- (v) Based on the bar graph, roughly what percentage of students reported spending more than six hours a day on screens? (1)  
A. about 12%    B. about 24%    C. about 38%    D. about 50%
- (vi) What problems did students with very high screen-time most often report? (1)
- (vii) How does the report suggest students can enjoy technology without harming their health? Answer in about 40 words. (2)
- (viii) Select the option that is NOT stated in the passage. (1)  
A. Some students kept their screen time under two hours.  
B. Long screen use close to bedtime can harm health.  
C. The report recommended a complete ban on all devices.  
D. The survey covered students of classes 9 to 12.

### 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 Cultural Secretary of Everest Public School, Dehradun. The school is holding an **Inter-House Debate Competition** in the school auditorium next week. Write a notice in about 50 words informing students and inviting participants to register with their house captains. Put your notice in a box.

**OR**

**(B)** You are Neha Bansal, the Head Girl of St. Thomas School, Bhopal. A student’s **wristwatch and a set of house keys** have been found in the



school library. Write a **Lost & Found** notice in about 50 words asking the owner to collect them from the office. Put your notice in a box.

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

(A) As the Sports Secretary of Riverdale School, Guwahati, draft a formal invitation to Mr. Anil Deshmukh, a former national athlete, requesting him to be the chief guest at the school's **Annual Sports Meet**. Provide the essential details.

**OR**

(B) You are Mr. Anil Deshmukh. Write a formal reply in about 50 words accepting the invitation to be the chief guest at the Annual Sports Meet of Riverdale School and expressing your happiness at the honour.

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

(A) You are Kabir Malhotra of 15, Green Park Colony, Lucknow. Write a letter to the Editor of *The Northern Mirror* drawing attention to the **erratic water supply** in your locality over the past few weeks, and requesting the authorities to act. Use the cues below along with your own ideas.

- taps dry for most of the day
- residents forced to buy costly water
- no response from the local office
- request for a fixed supply schedule

**OR**

(B) You are Ananya Sharma of 7, Hill View Apartments, Nagpur. Two weeks ago you bought a **wireless headphone set** from a store, and it has stopped working. Write a letter of complaint to the dealer asking for a repair or replacement. Include the relevant details of the purchase.



**SoundWave Electronics**Purchase: **AeroBuds Wireless Headphones**, Model AB-200

Invoice No.: 4471    Date of purchase: 16 June 20XX

Warranty: 1 year

Address: SoundWave Electronics, 3 Market Road, Nagpur.

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

(A) Many teenagers today lead an inactive life and neglect exercise. You are Rehan Qureshi. Write an article for your school magazine titled “**The Importance of Physical Fitness**”, discussing why fitness matters and how students can stay active. Use the cues below along with your own ideas.

- benefits for body and mind
- causes of an inactive lifestyle
- role of school and family
- simple ways to stay fit daily

**OR**

(B) Your school recently held its **Annual Sports Day** on the school grounds. As the Sports Secretary, Tara Menon, write a report for the school magazine describing the event. Use the cues below along with your own ideas.

- date, venue and chief guest
- events and student participation
- winning houses and highlights
- 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)

*A thing of beauty is a joy for ever:  
Its loveliness increases; it will never*



*Pass into nothingness; but still will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health, and quiet breathing. (A Thing  
of Beauty)*

- (i) What does the poet mean by “a joy for ever”? (1)
- (ii) Complete the following suitably: According to Keats, the loveliness of a beautiful thing does not fade but \_\_\_\_\_ . (1)
- (iii) What does the “bower quiet” offer to human beings? (1)
- (iv) The phrase “Full of sweet dreams, and health, and quiet breathing” suggests that beauty brings us \_\_\_\_\_ (*restlessness / peace and well-being / wealth*). (1)
- (v) How does the extract present beauty as something permanent? (1)
- (vi) Identify one poetic device used in the first line, with reason. (1)

**OR**

**(B)**

*Aunt Jennifer’s tigers prance across a screen,  
Bright topaz denizens of a world of green.  
They do not fear the men beneath the tree;  
They pace in sleek chivalric certainty. (Aunt Jennifer’s Tigers)*

- (i) Where do Aunt Jennifer’s tigers “prance”? (1)
- (ii) Complete the following suitably: The tigers are described as “bright topaz denizens” to stress their \_\_\_\_\_. (1)
- (iii) Why is it significant that the tigers “do not fear the men beneath the tree”? (1)
- (iv) The tigers stand in contrast to Aunt Jennifer, who is \_\_\_\_\_ (*fearless and free / timid and oppressed / wealthy and proud*). (1)
- (v) What quality of the tigers is suggested by “sleek chivalric certainty”? (1)
- (vi) Identify the poetic device in “prance” and “pace”. (1)

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

**(A)**



*Antarctica, because of its simple ecosystem and lack of biodiversity, is the perfect place to study how little changes in the environment can have big repercussions. . . . Take the microscopic phytoplankton . . . that nourish and sustain the entire Southern Ocean's food chain.* (Journey to the End of the Earth)

- (i) Why is Antarctica called “the perfect place” to study environmental change? (1)
- (ii) Complete the sentence suitably: The phytoplankton are important because they \_\_\_\_\_ the Southern Ocean's food chain. (1)
- (iii) What does the extract suggest about the link between small changes and large effects? (1)
- (iv) The passage mainly warns the reader about the fragility of \_\_\_\_\_ (*Earth's ecosystems / ocean travel / polar tourism*). (1)

**OR**

**(B)**

*“I know all about you. You're the chap with the funny face. . . . You keep on staring at people over that wall.” . . . “I'm not afraid of you,” said Derry. “Because I can't see your face properly.”* (On the Face of It)

- (i) Who is “the chap with the funny face”, and why is he called so? (1)
- (ii) Complete the sentence: Derry says he is not afraid, mainly because he cannot \_\_\_\_\_. (1)
- (iii) What does this meeting begin to change in Derry? (1)
- (iv) Mr. Lamb's manner towards Derry is best described as \_\_\_\_\_ (*mocking / warm and accepting / indifferent*). (1)

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

**(A)**

*I had experienced both the sensation of dying and the terror that fear of it can produce. The will to live somehow grew in intensity. . . . A death by drowning has haunted me ever since.* (Deep Water)



- (i) What two experiences does the narrator say he went through in the water? (1)
- (ii) Complete the sentence suitably: The incident left the narrator with a lasting \_\_\_\_\_ of water. (1)
- (iii) What does “the will to live somehow grew in intensity” reveal about the narrator? (1)
- (iv) The extract mainly deals with the theme of \_\_\_\_\_ (*fear and the struggle to survive / love of swimming / friendship*). (1)
- (v) How did this childhood experience affect the narrator’s later life? (1)
- (vi) Identify the tone of the extract. (1)

**OR**

**(B)**

*To be sure, the world had never been very kind to him, so it gave him unwonted joy to think of it in this way. . . . He had let himself be fooled by a bait and had been caught. . . . The whole world . . . was nothing but a big rattrap.* (The Rattrap)

- (i) Why did the peddler take “unwonted joy” in his rattrap theory? (1)
- (ii) Complete the sentence suitably: The peddler believed that the world tempts people with \_\_\_\_\_. (1)
- (iii) What does the peddler mean by saying he “had been caught”? (1)
- (iv) The rattrap in the story works as a symbol of \_\_\_\_\_ (*worldly temptations / a real trap for rats / good fortune*). (1)
- (v) What does the peddler’s view of the world reveal about his own life? (1)
- (vi) Identify the figure of speech in “the whole world . . . was nothing but a big rattrap”. (1)

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

**[5×2=10]**

- (i) Why does the author call the bangle-makers of Firozabad prisoners of a vicious circle in *Lost Spring*? (2)
- (ii) How did Gandhi help the indigo sharecroppers of Champaran in *Indigo*? (2)



- (iii) What contrast does the poet draw in *A Roadside Stand* between the city and the roadside dwellers? (2)
- (iv) What does Aunt Jennifer's difficulty in pulling the needle suggest about her life? (*Aunt Jennifer's Tigers*) (2)
- (v) Why was the interviewer's task with Umberto Eco unusual in *The Interview*? (2)
- (vi) According to Keats in *A Thing of Beauty*, name any two things of beauty that lift our spirits. (2)

**Q11.** Answer **any two** of the following three questions in 40–50 words each.  
[2×2=4]

- (i) Why does Charley long to reach the third level of Grand Central Station in *The Third Level*? (2)
- (ii) How does the Maharaja finally meet his death in *The Tiger King*, and why is it ironic? (2)
- (iii) What lasting impression did Bama's experience of untouchability leave on her in *Memories of Childhood*? (2)

**Q12.** Answer **any one** of the following two questions in about 120–150 words.  
[5]

(A) *The Last Lesson* shows that the loss of one's language is the loss of a part of one's identity. Discuss with reference to the story.

OR

(B) In *Indigo*, Gandhi's method of fighting injustice was as important as the victory he won. Discuss Gandhi's approach and what it teaches us.

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

(A) In *The Enemy*, Dr. Sadao is torn between his duty as a doctor and his loyalty to his country. Discuss how he resolves this conflict.

OR

(B) *On the Face of It* suggests that a real disability lies not in a scarred face but in a scarred attitude. Discuss with reference to Derry and Mr.



Lamb.



**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 details “a frayed brown coat” and “a battered case” show that the violinist was poor. (1)
- (ii) The writer says the noise of the city was “only a river he had learned to stand in” and that he played “a slow, unhurried tune” with his eyes half closed, showing he was calm and undisturbed by the surrounding roar. (2)
- (iii) **B** — free and rising above the surrounding noise. (1)
- (iv) ... **precious**. (1)
- (v) Any one: she stood “absolutely still”; her school bag slid off her shoulder unnoticed; she refused to move for four whole minutes; she stared “as if she had never heard sound before”. (1)
- (vi) **B** — automatic and habitual. (1)
- (vii) Because, unlike the routine smile he gave strangers, the child’s genuine, serious attention truly touched him and caught him off guard. (1)
- (viii) It explains that the coins were never the point; the old man played to create “a small island of stillness” in a rushing city, so that a stranger could pause, listen and feel a little less alone. (2)
- (ix) **B** — how art can create small moments of connection in a busy, indifferent world. (1)
- (x) Any one: because the coins he collected “would hardly buy a meal”; because he seemed to earn almost nothing from playing there. (1)

[Go Back to Q1](#)

Q2.

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

- (i) **B** — to understand students' daily screen-time habits and their possible effects. (1)
- (ii) The **two-to-four-hour** band (the tallest bar, about 38%). (1)
- (iii) **moderate**. (1)
- (iv) Because the harm depends on how the time is used, not merely on the screen itself; a student revising through a good video is not the same as one scrolling endlessly late at night. (2)
- (v) **B** — about 24% (the “over 6 hours” bar reaches roughly the 24 mark). (1)
- (vi) They most often reported disturbed sleep, tired eyes and difficulty concentrating on homework. (1)
- (vii) Students can keep fixed screen-free hours, take regular breaks, and put devices away about an hour before sleep, so they enjoy technology's benefits without harming their health and attention. (2)
- (viii) **C** — The report recommended a complete ban on all devices (it gave a “gentle suggestion rather than a ban”). (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) Inter-House Debate Competition — indicative answer:**



## EVEREST PUBLIC SCHOOL, DEHRADUN

## NOTICE

2 July 20XX

**Inter-House Debate Competition**

An Inter-House Debate Competition will be held in the school auditorium on Friday, 11 July, at 10 a.m. The topic will be announced a day earlier. Interested students may register their names with their respective house captains by 8 July. Do participate and make it a success.

Ishaan Kapoor  
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:** Riverdale School, Guwahati, cordially invites Mr. Anil Deshmukh to grace the school's Annual Sports Meet as chief guest on Saturday, 26 July 20XX, at 9 a.m. on the school grounds. Your presence would inspire our young athletes. *(RSVP with name/designation.)*

**(B) Reply — indicative:** Mr. Anil Deshmukh thanks Riverdale School for its kind invitation and is delighted to accept the role of chief guest at the Annual Sports Meet on 26 July. It will be an honour to encourage the students, and he looks forward to the occasion.

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:** draw attention to the erratic water supply in the locality over recent weeks; taps dry for most of the day; residents forced to buy costly water from tankers; repeated complaints to the local office ignored; request a fixed, dependable supply schedule; urge the authorities to act promptly.

**(B) Complaint Letter — key content:** state the product (AeroBuds Wireless Headphones, Model AB-200), invoice no. 4471, purchased 16 June 20XX; de-



scribe the defect (set has stopped working within the warranty period); express dissatisfaction politely; request an early repair or replacement; ask for a prompt response.

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 Physical Fitness” — key content:** title + by-line; fitness strengthens the body and sharpens the mind, improving mood, sleep and concentration; long screen hours and junk food cause an inactive lifestyle; schools and families should encourage sport and outdoor play; simple habits—daily walks, games, yoga, taking the stairs—help students stay fit.

**(B) Report “Annual Sports Day” — key content:** title + by-line/reporter; date, venue (school grounds) and chief guest; a range of track and field events with enthusiastic student participation; the winning house and standout performances; prize distribution by the chief guest; a well-organised, cheerful and successful event.

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

Q7.

### Model Answer

**Section C — Poetry extract (any one).**

**(A) A Thing of Beauty:**

- (i) A beautiful thing gives lasting, endless delight that never fades with time. (1)
- (ii) ... keeps increasing and never passes into nothingness. (1)
- (iii) A calm, restful shelter and a sleep full of sweet dreams and peace. (1)
- (iv) **peace and well-being.** (1)
- (v) By saying its loveliness “increases” and “will never / Pass into nothingness”, the poet presents beauty as timeless and everlasting. (1)
- (vi) Any one: alliteration is not present here; assertion/personification (“it will never pass”) or imagery; a valid device with reason earns the mark. (1)



**(B) Aunt Jennifer's Tigers:** (i) across a screen/panel Aunt Jennifer is embroidering (1); (ii) ... brightness, energy and boldness (1); (iii) it shows their fearless freedom, the very opposite of Aunt Jennifer's fear (1); (iv) **timid and oppressed** (1); (v) confidence, grace and dignity (1); (vi) alliteration (1). [Go Back to Q7](#)

Q8.

### Model Answer

**Section C — Vistas extract (any one).**

**(A) Journey to the End of the Earth:** (i) because its simple ecosystem and low biodiversity make the effects of small changes easy to observe (1); (ii) ... nourish and sustain (1); (iii) even tiny changes in the environment can have big, far-reaching consequences (1); (iv) **Earth's ecosystems** (1).

**(B) On the Face of It:** (i) Derry, a boy whose face is scarred/burnt by acid (1); (ii) ... see Mr. Lamb's face properly (1); (iii) it begins to draw him out of his loneliness and fear of people (1); (iv) **warm and accepting** (1). [Go Back to Q8](#)

Q9.

### Model Answer

**Section C — Flamingo extract (any one).**

**(A) Deep Water:** (i) the sensation of dying and the terror caused by fear of death (1); (ii) ... fear/dread (1); (iii) that even in terror his instinct and determination to survive stayed strong (1); (iv) **fear and the struggle to survive** (1); (v) a fear of water haunted him for years and kept him from enjoying swimming until he deliberately overcame it (1); (vi) intense, reflective, honest (1).

**(B) The Rattrap:** (i) because the unkind world had given him little joy, so imagining it as a trap gave him bitter satisfaction (1); (ii) ... riches, food, shelter and comforts as bait (1); (iii) that he too has been lured by temptation and trapped by the world (1); (iv) **worldly temptations** (1); (v) it reflects his poverty, loneliness and cynical outlook on life (1); (vi) metaphor (1). [Go Back to Q9](#)

Q10.

### Model Answer

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

(i) They are trapped by poverty, by the stigma of their caste-based trade, and by the middlemen, moneylenders and police who keep them powerless; each generation is born into the same debt and toil, unable to break free of



glass-blowing.

- (ii) Gandhi took up the sharecroppers' cause, collected evidence, faced the courts fearlessly and led a peaceful struggle; he secured a refund from the landlords and taught the peasants to overcome their fear and stand up for their rights.
- (iii) The poet contrasts the calm, kindly hope of the poor roadside dwellers, who long for a little city money, with the indifferent, self-serving city that promises help but never truly relieves their suffering.
- (iv) Her stiff, trembling hands and the "massive weight" of the wedding ring show how the burdens and fears of married life have exhausted and oppressed her.
- (v) Umberto Eco was a busy, many-sided scholar and novelist; interviewing such a witty, self-assured intellectual, who spoke freely about his "interstices" of time and his identity as an academic, made the task both challenging and unusual.
- (vi) Any two: the sun, the moon, trees, daffodils, clear streams, the forest, and the "grandeur of the dooms" imagined for the mighty dead.

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

**Q11.**

### Model Answer

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

- (i) Overwhelmed by the fear and insecurity of modern life, Charley longs for the third level because it seems to lead to the peaceful, unhurried world of 1894—a refuge from present-day anxiety.
- (ii) A cheap wooden toy tiger, bought for his son, becomes his undoing: a sliver from it infects his hand and kills him. It is ironic that after killing a hundred real tigers, a lifeless toy tiger fulfils the prophecy.
- (iii) Bama was deeply hurt and shamed on learning that her people were treated as untouchables; the experience filled her with anger at injustice and a firm resolve to study hard and rise above such discrimination.

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



Q12.

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

**(A) The Last Lesson:** When Alsace is ordered to teach only German, the French lesson becomes precious. M. Hamel calls French “the most beautiful language” and “the key to their prison”, showing that a people who keep their language keep their identity and hope of freedom. Franz’s sudden regret and the villagers’ sorrow reveal how the loss of one’s language means the loss of a part of oneself. (*Value points: the ban; M. Hamel’s message; language as identity; Franz’s awakening; universal lesson. Content 3, expression 2.*)

**(B) Indigo:** Gandhi did not rush into confrontation; he studied the peasants’ problem, gathered facts, remained calm and lawful, and refused to leave until justice was done. His courage before the court, his insistence on self-reliance, and his final settlement show that his non-violent, principled method mattered as much as the victory itself, teaching people to conquer fear. (*Content 3, expression 2.*) [Go Back to Q12](#)

Q13.

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

**(A) The Enemy:** Dr. Sadao finds a wounded American prisoner and is torn between his patriotic duty to hand him over and his professional oath to save life. His training as a doctor and his basic humanity win: he operates and hides the man, then quietly helps him escape. Hara Sadao shows that compassion and conscience can rise above national hatred. (*Value points: the dilemma; duty vs patriotism; the operation; the escape; triumph of humanity. Content 3, expression 2.*)

**(B) On the Face of It:** Derry’s face is scarred, but his real disability is his bitterness and withdrawal from people. Mr. Lamb, lame yet cheerful and open, teaches him to value his mind, to face the world, and to see that everyone bears some “scar”. The play argues that a scarred attitude, not a scarred face, is the true handicap. (*Content 3, expression 2.*) [Go Back to Q13](#)

