

# CBSE Class 12 English Core

## Sample Paper – 5

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. Long before the sun had climbed over the tamarind trees, Ramlal the potter had already set out his wares at the far end of the village fair. Rows of earthen lamps, water pots and little clay animals stood in neat lines on a jute mat, each one still smelling faintly of the river clay from which it had been shaped. He had walked six miles from his hamlet, balancing the fragile load on a bamboo pole, and now he sat cross-legged behind his stall, waiting for the crowds to wake the sleepy fairground.

2. Pottery was the only trade Ramlal had ever known. His father had taught him to centre the clay on the spinning wheel when he was barely nine, and for forty years his hands had remembered what his mind had long stopped thinking about. He could tell, merely by the feel of the wet earth, whether a pot would hold or crack in the kiln. The town shops now sold gleaming steel and plastic, and fewer people stopped to buy his humble pots, yet he shaped them each season with the same unhurried care.

3. By mid-morning the fair had swelled into a river of colour and noise. Bangle-sellers called out their prices, a sweet-vendor fanned the flies from his jalebis, and somewhere a loudspeaker crackled a film song. Amid all this, a small girl in a faded frock stood rooted before Ramlal's stall, staring at a tiny clay elephant as though it were made of gold. She had no money; that much was plain from her patched clothes and bare feet.

4. Ramlal watched her for a while, then picked up the little elephant and pressed it into her palm. "Take it," he said gently, "a potter's fair is not complete until one child goes home smiling." The girl's eyes widened; she clutched the toy and ran off before he could change his mind. An onlooker shook his head and muttered that Ramlal would never grow rich giving his work away. The old potter only smiled and returned to arranging his lamps.

5. As dusk fell and the fair began to fold up its stalls, Ramlal counted his modest earnings and found them barely enough. Yet he walked home lighter than he had come, the empty bamboo pole swinging at his side. He had sold little, but the memory of the child's delight stayed with him, warmer than any coin. Some things, he knew, could not be weighed on the scales of the marketplace. (447 words)

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

- (i) Which detail in paragraph 2 tells us that pottery had become almost instinctive for Ramlal? (1)
- (ii) Complete the following suitably: The writer compares the crowded fair to a \_\_\_\_\_ in order to suggest its \_\_\_\_\_. (1)
- (iii) The writer suggests all of the following about Ramlal EXCEPT — (1)



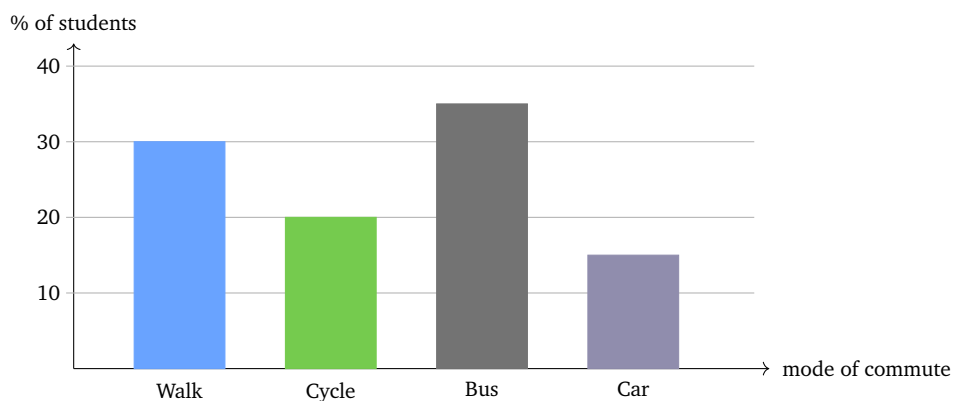
- A. that he was skilled and experienced at his craft  
B. that he was kind-hearted and generous  
C. that he valued his work over quick profit  
D. that he was eager to grow wealthy
- (iv) Why does Ramlal continue to make pots “with the same unhurried care” even though fewer people buy them? Answer in about 40 words. (2)
- (v) Based on paragraph 3, state *one* way the writer conveys the liveliness of the fair. (1)
- (vi) The word “unhurried” in paragraph 2 (“the same unhurried care”) is closest in meaning to: (1)  
A. careless    B. reluctant    C. calm and patient    D. rushed
- (vii) What does Ramlal’s act of giving away the clay elephant reveal about him? (1)
- (viii) How does the final paragraph change our understanding of what Ramlal truly values? Answer in about 40 words. (2)
- (ix) Complete the following with the most suitable option. The central idea of the passage is \_\_\_\_\_. (1)  
A. that kindness and craftsmanship can matter more than profit  
B. the hardship of a poor potter’s daily life  
C. the noise and colour of a village fair  
D. the decline of traditional crafts in modern times
- (x) Why did Ramlal walk home “lighter than he had come”? (Any one reason) (1)

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

**[10]**



1. A survey conducted across twelve schools in a mid-sized town looked at how students travel to school each morning. Nearly 2,000 students of classes six to twelve took part. The study sorted their journeys into four modes: walking, cycling, travelling by school bus, and being dropped by private car. Its purpose was to understand commuting habits and their effect on traffic, health and the environment near school gates.
2. The findings were revealing. The largest share of students reached school by the school bus, which parents felt was both safe and convenient. Walking came a close second and was most common among those living in the nearby lanes. Cycling, once very popular, had declined, though a good number of older students still preferred it for the freedom it offered. The smallest group was dropped by private car.
3. Teachers noted that the heavy use of buses and cars had led to congestion at the school gate during the morning rush. Several parents admitted using the car mainly out of habit, or out of worry about road safety, even for short distances that could easily be walked or cycled.
4. The survey also linked commuting to well-being. Students who walked or cycled reported feeling more alert in their first lessons, while those driven often arrived barely on time. The report gently encouraged schools to promote active travel by creating safe footpaths, cycle stands and staggered arrival times.
5. The message was clear. With a little planning, the daily journey to school could become healthier for students and lighter on the roads. The results are summarised in the bar graph given below. *(Created for academic usage / 283 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 cost of different modes of transport
  - B. To understand how students commute and its effect on traffic, health and the environment
  - C. To rank schools by the number of buses they own



- D. To measure how far each student lives from school
- (ii) Fill in the blank with the correct option from those given in brackets. The report encouraged schools to promote \_\_\_\_\_ travel by building footpaths and cycle stands (*active / expensive / private*). (1)
- (iii) Based on the bar graph, which mode of commute was used by the largest share of students? (1)
- (iv) Why has cycling declined even though older students still value it? Answer in about 40 words. (2)
- (v) Complete the sentence with reference to the bar graph: The mode of commute used by the smallest share of students is \_\_\_\_\_ . (1)
- (vi) What does the phrase “out of habit” in paragraph 3 suggest about some parents’ use of the car? (1)
- (vii) How might schools respond helpfully to the findings of this survey? Answer in about 40 words. (2)
- (viii) Select the option that is NOT stated in the passage. (1)
- A. Walking was common among students living in nearby lanes.  
B. Parents felt the school bus was safe and convenient.  
C. Cycling was the most popular mode of commute overall.  
D. Active travel can make students feel more alert.

### 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 Aditya Rao, the Cultural Secretary of Vivekananda Public School, Bhopal. The school is organising an **Inter-class Debate on Environment** in the school auditorium next week. 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 Naina Kapoor, the Head Girl of St. Xavier’s High School, Ranchi. The school is organising a **Book Donation Drive** to help under-



resourced village schools. Write a notice in about 50 words informing students and inviting them to contribute. 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 Science Club of Meridian School, Indore, draft a formal invitation to Dr. Anil Deshmukh, a well-known scientist, requesting him to be the chief guest at the club's Annual **Science Fest**. Provide the essential details.

**OR**

(B) You are Dr. Anil Deshmukh. Write a formal reply in about 50 words accepting the invitation to be the chief guest at the Annual Science Fest and expressing your gratitude.

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

(A) You are Ishaan Gupta of 12, Model Town, Lucknow. Write a letter to the Editor of *The Daily Chronicle* drawing attention to the **rising cost of stationery and school supplies**, which is placing a heavy burden on ordinary families, and suggesting measures to control it. Use the cues below along with your own ideas.

- sharp rise in prices of books and stationery
- strain on low-income families
- unnecessary branded and glossy materials
- role of schools and the government

**OR**

(B) You are Riya Sharma of 5-C, Green Park, Bhopal. You have seen the following advertisement in *The Morning Post* for the post of a **Lab Assistant** in a reputed school. Write a letter applying for the position. Include your bio-data with the application.



**Sunrise International School**

We seek a **Lab Assistant** with: knowledge of Physics and Chemistry laboratory equipment; care in handling apparatus; ability to assist teachers and maintain records.

**Qualification:** B.Sc. preferred. **Experience:** Freshers may apply.

Send your application with bio-data to: The Principal, Sunrise International School, 20 Campus Road, Bhopal.

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

(A) Water is being wasted at an alarming rate while many regions face acute shortages. You are Kabir Menon. Write an article for your school magazine titled “**Save Water, Save Life**”, discussing why water conservation matters and how it can be achieved. Use the cues below along with your own ideas.

- growing scarcity of clean water
- everyday wastage at home and school
- simple ways to save water
- role of individuals and communities

**OR**

(B) Your school recently hosted an **Inter-school Quiz** competition. As the Secretary of the Quiz Club, Tara Nair, write a report for the school magazine describing the event. Use the cues below along with your own ideas.

- purpose and organisation
- number of schools and rounds
- highlights and winning team
- 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)



*It would be an exotic moment  
without rush, without engines,  
we would all be together  
in a sudden strangeness.* (Keeping Quiet)

- (i) What does the poet mean by “an exotic moment”? (1)
- (ii) Complete the following: “Without rush, without engines” is the poet’s plea against the \_\_\_\_\_ of modern life. (1)
- (iii) What kind of togetherness does the poet imagine in this moment? (1)
- (iv) The phrase “sudden strangeness” suggests that the stillness would feel \_\_\_\_\_ (*familiar / unusual / frightening*). (1)
- (v) Why would such a pause feel “exotic” to us today? (1)
- (vi) Identify the tone of the extract. (1)

**OR**

**(B)**

*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) According to Keats, what happens to the joy that a beautiful thing gives? (1)
- (ii) Complete the following suitably: A thing of beauty will never “pass into \_\_\_\_\_”. (1)
- (iii) What does the “bower quiet” that beauty keeps for us stand for? (1)
- (iv) A thing of beauty gives us a sleep full of \_\_\_\_\_ (*sweet dreams / restlessness / silence*). (1)
- (v) How, according to the poet, does beauty affect our health and well-being? (1)
- (vi) Identify one poetic device used in the extract, with an example. (1)

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



**(A)**

*Then you'll never have a friend, if you don't want people. . . . And there are all these other people. If you keep away because of your face, if you hide, they'll never get used to you. (On the Face of It)*

- (i) Who is the speaker of these lines and whom is he addressing? (1)
- (ii) Complete the sentence suitably: The speaker warns that hiding will only \_\_\_\_\_ the listener's isolation. (1)
- (iii) Why does the listener wish to keep away from people? (1)
- (iv) The lines mainly urge the listener to \_\_\_\_\_ (*withdraw further / face the world / feel ashamed*). (1)

**OR****(B)**

*He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. (The Third Level)*

- (i) Who "said" that the narrator was unhappy? (1)
- (ii) Complete the sentence: According to the explanation, the modern world is full of \_\_\_\_\_. (1)
- (iii) Why did the narrator's wife become "kind of mad"? (1)
- (iv) The third level is best understood as a symbol of \_\_\_\_\_ (*escape from anxiety / a real station / a lost letter*). (1)

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

**(A)**

*What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town-hall! My last French lesson! Why, I hardly knew how to write! I should never learn any more! . . . my books, that had seemed such a nuisance a while ago,*



*so heavy to carry, my grammar, and my history of the saints, were old friends now.* (The Last Lesson)

- (i) Which “words” struck the narrator like a thunderclap? (1)
- (ii) Why does the narrator angrily call the order-givers “the wretches”? (1)
- (iii) Complete the sentence suitably: Franz regrets that he “hardly knew how to \_\_\_\_\_”. (1)
- (iv) Why do his books now seem like “old friends”? (1)
- (v) What change in Franz’s attitude does the extract reveal? (1)
- (vi) Identify the figure of speech in “What a thunderclap these words were”. (1)

**OR**

**(B)**

*I was frightened, but not yet frightened out of my wits. On the way down I planned: When my feet hit the bottom, I would make a big jump, come to the surface, lie flat on it, and paddle to the edge of the pool. It seemed a long way down. Those nine feet were more like ninety.* (Deep Water)

- (i) What has just happened to the narrator in this extract? (1)
- (ii) What plan does he make on his way down? (1)
- (iii) Complete the sentence suitably: To the frightened boy, the nine feet felt “more like \_\_\_\_\_”. (1)
- (iv) What does the plan reveal about the narrator at this moment? (1)
- (v) The extract mainly conveys the theme of \_\_\_\_\_ (fear and the struggle to survive / joy of swimming / boredom). (1)
- (vi) Identify the figure of speech in “those nine feet were more like ninety”. (1)

**Q10.** Answer **any five** of the following six questions in 40–50 words each.  
[5×2=10]

- (i) How did Douglas finally rid himself of the last traces of his fear of water? (Deep Water) (2)



- (ii) What are the two contrasting opinions about the interview that the writer presents?  
(*The Interview*) (2)
- (iii) What kind of world does Sophie dream of, and how does it differ from her real life?  
(*Going Places*) (2)
- (iv) Why does the poet feel a familiar “ache” as she looks at her mother? (*My Mother at Sixty-six*) (2)
- (v) According to Keats in *A Thing of Beauty*, what are some of the lovely things that keep us bound to the earth? (2)
- (vi) How did Gandhi help the indigo sharecroppers of Champaran? (*Indigo*) (2)

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

- (i) Why does the author call Antarctica the best place to understand the earth’s past, present and future in *Journey to the End of the Earth*? (2)
- (ii) How did the cutting of her hair affect Zitkala-Sa in *The Memories of Childhood*? (2)
- (iii) How does Mr. Lamb’s friendship begin to change Derry’s outlook in *On the Face of It*? (2)

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

**(A)** In *Indigo*, Gandhi’s fight for the Champaran peasants was as much about restoring their courage as it was about winning their case. Discuss with reference to the chapter.

**OR**

**(B)** The interview, according to *The Interview*, has a two-sided nature. Discuss how it can be seen both as an intrusion and as a valuable source.

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

**(A)** *The Tiger King* turns on a cruel irony of fate. Discuss how the ending exposes the futility of the Maharaja’s efforts to escape his destiny.



**OR**

**(B)** In *On the Face of It*, friendship with Mr. Lamb transforms Derry. Discuss how this relationship changes the boy's view of himself and the world.



## 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 “for forty years his hands had remembered what his mind had long stopped thinking about” shows that pottery had become instinctive. (1)
- (ii) The fair is compared to a “**river**” (of colour and noise), suggesting its **constant movement, flow and abundance of people**. (1)
- (iii) **D** — that he was eager to grow wealthy. (The passage shows he gladly gives his work away and values it over money.) (1)
- (iv) Pottery is the only trade he has known for forty years and he takes quiet pride in his craft; he shapes each pot with love and self-respect rather than for profit, so falling sales do not lessen his care. (2)
- (v) Any one: the bangle-sellers calling out prices; the sweet-vendor and his jalebis; the crackling loudspeaker and film song; the “river of colour and noise”. (1)
- (vi) **C** — calm and patient. (1)
- (vii) It reveals his kindness, generosity and warmth—he values a child’s happiness more than the small price of the toy. (1)
- (viii) It shows that Ramlal measures the day not by money but by the joy he has given; though he earned little, the child’s delight leaves him feeling richer, revealing that human warmth matters more to him than profit. (2)
- (ix) **A** — that kindness and craftsmanship can matter more than profit. (1)
- (x) Any one: the memory of the child’s delight warmed him; the satisfaction of a kind act; his contentment despite modest earnings. (1)

[Go Back to Q1](#)



Q2.

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

- (i) **B** — to understand how students commute and its effect on traffic, health and the environment. (1)
- (ii) **active**. (1)
- (iii) **School bus** (the tallest bar in the graph). (1)
- (iv) Although older students still enjoy the freedom cycling offers, its overall use has dropped because many parents now prefer the bus or car, believing them safer and more convenient, so fewer students choose to cycle. (2)
- (v) **Private car** (the shortest bar in the graph). (1)
- (vi) It suggests that some parents use the car not out of real need but from routine and convenience, even for short distances that could easily be walked or cycled. (1)
- (vii) Schools could promote active travel by building safe footpaths and cycle stands, staggering arrival times to ease congestion, and encouraging students who live nearby to walk or cycle rather than come by car. (2)
- (viii) **C** — Cycling was the most popular mode of commute overall (the passage says the bus was used by the largest share and cycling had declined). (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-class Debate on Environment — indicative answer:**



## VIVEKANANDA PUBLIC SCHOOL, BHOPAL

## NOTICE

2 July 20XX

**Inter-class Debate on Environment**

An Inter-class Debate on the topic “Are We Doing Enough to Save Our Planet?” will be held in the school auditorium on Friday, 11 July, at 10 a.m. All classes are invited to field two speakers each. Interested students may register with the undersigned by 8 July.

Aditya 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 Science Club of Meridian School, Indore, cordially invites Dr. Anil Deshmukh to grace its Annual Science Fest as chief guest on Saturday, 19 July 20XX, at 10 a.m. in the school auditorium. Your presence would inspire our young innovators. (*RSVP with name/designation.*)

**(B) Reply — indicative:** Dr. Anil Deshmukh thanks the Science Club of Meridian School for its kind invitation and is delighted to accept the role of chief guest at the Annual Science Fest on 19 July. He looks forward to an inspiring morning with the young scientists.

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 sharp rise in prices of books and stationery; the heavy strain this places on low-income families; the pressure to buy costly branded and glossy materials that add little value; urge schools to prescribe affordable, reusable supplies and the government to check overpricing; appeal for timely action so that education stays within reach of all.

**(B) Job Application — key content:** state the post (Lab Assistant) and the source of the advertisement; express interest; highlight knowledge of Physics and Chem-



istry laboratory equipment, care in handling apparatus, and readiness to assist teachers and maintain records; enclose bio-data (name, qualification—B.Sc., relevant 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 “Save Water, Save Life” — key content:** title + by-line; clean water is growing scarce while demand rises; daily wastage at home and school—running taps, leaking pipes, careless use; simple remedies—fixing leaks, rainwater harvesting, reusing water, shorter showers; conservation is a shared duty of every individual and community; end with a call to treat every drop as precious.

**(B) Report “Inter-school Quiz” — key content:** title + by-line/reporter; purpose (to promote general knowledge and healthy competition); when/where held, organised by the Quiz Club; number of participating schools and the rounds conducted; highlights—tense rapid-fire and buzzer rounds; the winning team and runners-up; a well-organised, enjoyable event that ended with prize distribution.

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) A rare, unusual and refreshing moment of complete stillness, unlike anything in our busy daily life. (1)
- (ii) ... restless rush, noise and mechanical haste. (1)
- (iii) A quiet, shared togetherness in which all people, forgetting differences, pause and feel united in silence. (1)
- (iv) **unusual.** (1)
- (v) Because we are so used to constant activity, engines and noise that a moment of total quiet would feel foreign and almost magical. (1)
- (vi) Calm, reflective and gently persuasive. (1)



**(B) A Thing of Beauty:** (i) its joy never fades—its loveliness keeps increasing and never passes away (1); (ii) ... **nothingness** (1); (iii) a peaceful shelter or refuge that brings us calm and rest (1); (iv) **sweet dreams** (1); (v) it soothes us, giving sound sleep, good health and quiet, untroubled breathing (1); (vi) imagery / metaphor—e.g. “a bower quiet for us” (1). [Go Back to Q7](#)

Q8.

### Model Answer

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

**(A) On the Face of It:** (i) Mr. Lamb, speaking to Derry (1); (ii) ... **deepen/increase** (1); (iii) because his burnt, scarred face makes people stare, so he avoids them (1); (iv) **face the world** (1).

**(B) The Third Level:** (i) the narrator’s psychiatrist friend (1); (ii) ... **insecurity, fear, war and worry** (1); (iii) she disliked her husband being called “unhappy”, taking it as a criticism of their life (1); (iv) **escape from anxiety** (1). [Go Back to Q8](#)

Q9.

### Model Answer

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

**(A) The Last Lesson:** (i) the announcement that this was to be the last French lesson, as an order had come to teach only German (1); (ii) his anger is directed at the Prussian authorities who ordered the change and put up the notice (1); (iii) ... **write** (1); (iv) knowing he will lose them, he suddenly values his books and studies that he had earlier neglected (1); (v) from indifference and dislike of school to regret, love of his language and respect for learning (1); (vi) metaphor (“thunderclap”). (1)

**(B) Deep Water:** (i) he has been thrown into the deep end of the pool and is sinking to the bottom (1); (ii) to jump up from the bottom, surface, lie flat and paddle to the edge (1); (iii) ... **ninety** (1); (iv) that despite fear he still keeps some presence of mind and tries to plan his escape (1); (v) **fear and the struggle to survive** (1); (vi) hyperbole (exaggeration). (1) [Go Back to Q9](#)

Q10.

### Model Answer

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



- (i) After training with an instructor, Douglas still felt a trace of terror, so he deliberately swam alone across Lake Wentworth, diving and challenging the fear until it vanished and he could say, “I had conquered my fear of water.”
- (ii) Some regard the interview as an unwarranted intrusion that diminishes and even “wounds” a person, while others value it as a supremely serviceable medium of communication and a truthful source of our knowledge of people.
- (iii) Sophie dreams of a glamorous world in which she owns a boutique or becomes an actress or a fashion designer, and imagines a romance with the footballer Danny Casey—dreams far removed from her poor, working-class family life.
- (iv) The poet aches because her mother’s pale, ageing, “ashen” face reminds her of approaching decay and the fear of losing her, a familiar childhood fear returning with fresh force.
- (v) Keats lists the sun, the moon, trees, daffodils, clear streams, cooling coverts, and the blooms of musk-roses, along with the grand tales of mighty dead—all sources of beauty that keep us attached to life.
- (vi) Gandhi led a determined, non-violent campaign at Champaran, defied the authorities, gathered evidence, secured the peasants’ refund and freedom from the oppressive indigo agreement, and taught them courage and self-reliance.

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

Q11.

### Model Answer

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

- (i) Antarctica preserves a half-billion-year record in its ice and rock, shows the present impact of human-caused warming, and warns of the future through its fragile, fast-changing ecosystems—so it links the earth’s past, present and future.
- (ii) Zitkala-Sa felt deeply humiliated and helpless; her long hair was cut against her will despite her struggle and hiding, and she wept, feeling reduced like an animal and stripped of her identity and dignity.
- (iii) Mr. Lamb welcomes Derry, talks to him as an equal, and teaches him to look



beyond his scarred face to his mind and abilities; slowly Derry begins to feel accepted and willing to face the world.

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

Q12.

### Model Answer

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

**(A) Indigo:** The Champaran peasants were bound by an unjust indigo-sharing system and lived in fear of their British landlords. Gandhi arrived, studied the facts, defied an order to leave, and turned his trial into a display of civil courage that emboldened ordinary people. He secured a refund and the end of the arrangement, but his greater victory was psychological—he freed the peasants from fear, taught them self-reliance and lawful resistance, and showed that their own united strength could win justice. *(Value points: nature of the injustice; Gandhi’s method; the legal victory; restoring courage and self-reliance; wider lesson. Content 3, expression 2.)*

**(B) The Interview:** The interview is double-edged. Many celebrities resent it as an intrusion that “wounds” them, robs them of their privacy and reduces them to an object. Yet it is also a supremely serviceable medium, a vivid and truthful source of our knowledge of people, giving readers real insight. Thus it is both an unwelcome invasion and an invaluable tool of communication. *(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 the hundredth tiger would cause his death, the Maharaja hunts down ninety-nine, marries to find more tigers, and takes elaborate precautions. When he cannot find a real hundredth tiger, a frightened old beast is shot at, but it survives; a hunter finishes it off secretly. In the crowning irony, the King is killed not by a tiger at all but by a sliver from a cheap wooden toy tiger he buys for his son. Fate mocks all his efforts. *(Content 3, expression 2.)*

**(B) On the Face of It:** Derry, scarred and bitter, believes no one will ever love him. Mr. Lamb’s warm, matter-of-fact friendship—treating him as a normal boy, valuing his mind, and showing that everyone bears some “scar”—restores his hope. Derry resolves to return, choosing to face the world rather than hide. The friendship transforms his self-image from shame to courage. *(Content 3, expression 2.)* [Go](#)



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