

CBSE Class 12 English Core

Sample Paper – 6

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 clock above the nurses' station read half past one when the first ambulance wailed into the bay. Nurse Ritu Bhaskar had already been on her feet for six hours, and the night, she sensed, had only just decided to test her. She tightened the band that held back her hair, checked the trolley of supplies for the third time, and walked towards the doors with the steady, unhurried step she had trained herself to keep even when her heart was racing.
2. The ward that night was a small country with its own weather. In one corner an elderly man muttered in his sleep; in another a child with a fever turned and turned, unable to settle. Ritu moved between the beds like a tide, never quite still, adjusting a drip here, smoothing a blanket there, answering the soft electronic cry of a monitor before it could grow into alarm. She had learned long ago that the difference between calm and chaos was often only a matter of who reached the bedside first.
3. At two o'clock the ambulance patient arrived—a young man from a road accident, pale and frightened, gripping the rail of the stretcher as though it were the edge of a cliff. Ritu bent close to him. "You are safe now," she said, in a voice so quiet and certain that he believed her before she had finished speaking. While the doctors worked, it was she who held the boy's gaze, who told him to breathe, who named each thing that was happening so that the fear had somewhere to go.
4. The hours after were a blur of small mercies. She fetched water for a thirsty patient, found an extra pillow for the muttering old man, sat for ninety seconds beside a woman who could not sleep and simply listened. None of it would appear in any record. Nursing, she often thought, was made mostly of the things no one writes down—the hand held, the light dimmed, the frightened word answered in the dark.
5. When dawn came grey through the high windows, the boy from the accident was sleeping quietly, his colour returned. Ritu signed the last of her charts, her handwriting a little unsteady with tiredness. As she left, the child with the fever, now cool and calm, lifted a small hand and waved. She waved back. It was, she decided, walking out into the cold morning, more than enough reason to come again the following night. (452 words)

Answer the following questions, based on the passage above.

- (i) Which detail in paragraph 1 tells us that Ritu keeps her composure even under pressure? (1)
- (ii) Complete the following suitably: The writer compares the ward at night to _____ in order to suggest that _____. (1)
- (iii) The writer suggests all of the following about Ritu EXCEPT — (1)
 - A. that she was attentive to small needs



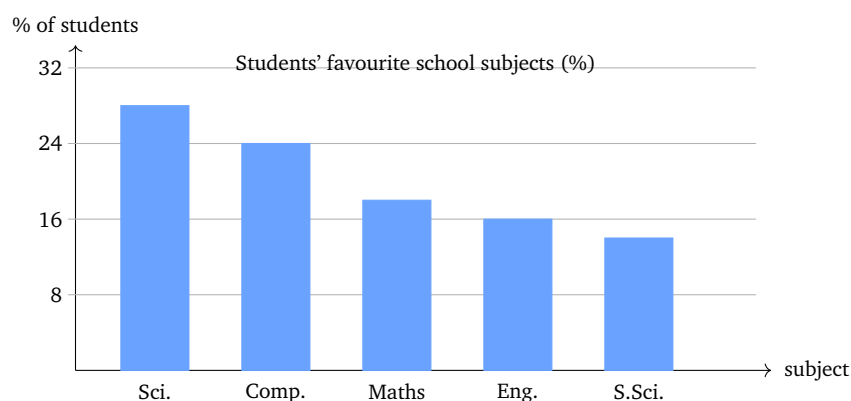
- B. that she found the work meaningless and draining
C. that she could reassure frightened patients
D. that she remained calm in a crisis
- (iv) Why does the writer say that Ritu “named each thing that was happening so that the fear had somewhere to go”? Answer in about 40 words. (2)
- (v) Based on paragraph 2, state *one* way the writer conveys Ritu’s constant movement. (1)
- (vi) The word “blur” in paragraph 4 (“a blur of small mercies”) is closest in meaning to: (1)
A. a sharp record B. a hazy, fast-passing stretch C. a mistake D. a bright vision
- (vii) What does the detail that the feverish child “lifted a small hand and waved” reveal about the child’s condition and feelings towards Ritu? (1)
- (viii) How does the final paragraph suggest that Ritu finds her work worthwhile despite its exhaustion? 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 physical strain of hospital shifts
B. the quiet, often unrecorded compassion at the heart of nursing
C. the dangers of road accidents at night
D. the routine paperwork of a busy ward
- (x) Why was Ritu’s handwriting “a little unsteady” when she signed the last of her charts? (Any one reason) (1)

Q2. Read the following passage carefully.

[10]



1. A school council surveyed 1,200 students of classes 9 to 12 to find out which academic subject they enjoyed studying the most. Each student was asked to name a single favourite subject from a fixed list. The aim was to help the school plan its clubs, elective offerings and after-school activities so that they matched what students actually cared about, rather than what teachers assumed they liked.
 2. The survey grouped the answers into five subjects: Mathematics, Science, English, Social Science and Computer Science. Care was taken to include an equal number of boys and girls and a balanced mix from each class, so that no single group would dominate the results. Responses were collected through a short on-line form and were checked to remove duplicate entries before the totals were drawn up.
 3. Science emerged as the clear favourite, chosen by the largest share of students. Many wrote that they enjoyed experiments and “seeing why things happen”. Computer Science followed closely and was, in fact, the fastest rising choice compared with the previous year, driven by growing interest in coding and games. Mathematics attracted a steady, loyal group who liked its puzzles, though several students admitted they feared it more than they loved it.
 4. English and Social Science drew smaller but committed followings. Students who chose English spoke of their love of stories and debate, while those who preferred Social Science enjoyed maps, history and current affairs. A few respondents said their “favourite” was really the subject taught by their favourite teacher, a reminder that enjoyment often depends on how a subject is taught.
 5. The council concluded that interest is not fixed. With lively teaching, project work and well-run clubs, a subject that seems dull can become a favourite. The findings, it noted, were less a verdict on subjects than an invitation to teach them better.
- (Created for academic usage / 271 words)*



Answer the following questions, based on the given passage.

- (i) What was the main purpose of the school council's survey? (1)
- A. To decide which teachers should be promoted



- B. To plan clubs and activities around students' real interests
C. To find out which subject was the hardest to pass
D. To reduce the number of subjects taught in the school
- (ii) Fill in the blank with the correct option from those given in brackets. The survey deliberately included an equal number of boys and girls so that the results would be _____ (*balanced / exciting / secret*). (1)
- (iii) Based on the bar graph, which subject was chosen by the largest share of students? (1)
- (iv) Why does the passage describe Computer Science as “the fastest rising choice” even though it was not the top subject? Answer in about 40 words. (2)
- (v) Complete the sentence with reference to the bar graph: The subject chosen by the smallest share of students was _____ . (1)
- (vi) What does paragraph 3 suggest about students' feelings towards Mathematics? (1)
- (vii) How does the passage suggest that a subject's popularity can be improved? Answer in about 40 words. (2)
- (viii) Select the option that is NOT stated in the passage. (1)
- A. Duplicate entries were removed before the totals were drawn up.
B. Some students linked their favourite subject to their favourite teacher.
C. English was the most preferred subject overall.
D. The survey covered students from 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 Nikhil Saxena, the Secretary of the Photography Club of Riverdale School, Bhopal. The club is organising an inter-house **Photography Contest** on the theme “My City at Dawn”. Write a notice in about 50 words informing students of the event and inviting entries. Put your notice in a box.

OR



(B) You are Tara Joshi, the Head Girl of Silverline Public School, Nashik. The school, in association with a city hospital, is organising a free **Health Check-up Camp** for students. Write a notice in about 50 words informing students and asking 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 Cultural Secretary of Heritage School, Indore, draft a formal invitation to Dr. Anil Kapadia, a well-known scientist, requesting him to be the chief guest at the school's **Annual Day** celebrations. Provide the essential details.

OR

(B) You are Dr. Anil Kapadia. Write a formal reply in about 50 words accepting the invitation to be the chief guest at the Annual Day celebrations of Heritage School and expressing your gratitude.

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

(A) You are Priya Menon of 15, Green Park, Coimbatore. Write a letter to the Editor of *The Southern Voice* drawing attention to the problem of **irregular electricity supply** in your locality and its effect on students and residents. Use the cues below along with your own ideas.

- frequent, unannounced power cuts
- impact on studies and work-from-home
- hardship for the elderly during summer
- need for a fixed schedule and quick repairs

OR

(B) You are Rahul Iyer of 3-C, Palm Court, Vadodara. You booked an important parcel through **SwiftLine Couriers**, but it has been lost in transit. Write a letter of complaint to the Customer Care Manager describing the problem and demanding action. Use the cues below along with your own ideas.

- consignment number and booking date
- contents and value of the parcel



- repeated, unhelpful follow-ups
- demand for tracing, compensation or refund

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

(A) Many students spend more time on screens than on the playground, yet games teach lessons no classroom can. You are Aditya Rane. Write an article for your school magazine titled “**The Benefits of Playing Sports**”, discussing why sport matters and how students can make time for it. Use the cues below along with your own ideas.

- physical health and fitness
- teamwork and discipline
- stress relief and focus
- practical ways to fit sport into the day

OR

(B) The Science Club of your school recently held a **Science Exhibition** for students and parents. As the club’s Secretary, Meghna Pillai, write a report for the school magazine describing the event. Use the cues below along with your own ideas.

- purpose and organisation
- themes and models displayed
- student and visitor participation
- outcome and prizes

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)

*The people along the sand
All turn and look one way.
They turn their back on the land.
They look at the sea all day.*



...

They cannot look out far.

They cannot look in deep.

But when was that ever a bar

To any watch they keep? (A Roadside Stand – cf. theme of longing)

- (i) What does the poet suggest by the roadside people's constant hope for passing custom? (1)
- (ii) Complete the following suitably: The people's yearning for a share of city money reflects their _____ . (1)
- (iii) What does the poet feel about the false promises made to the rural poor? (1)
- (iv) The plight of the roadside dwellers evokes in the poet a sense of _____ (*amusement / pain and sympathy / indifference*). (1)
- (v) How does the poem contrast rural need with urban plenty? (1)
- (vi) State one poetic device used in the extract, with an example. (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.

...

The massive weight of Uncle's wedding band

Sits heavily upon Aunt Jennifer's hand. (Aunt Jennifer's Tigers)

- (i) How are Aunt Jennifer's tigers described in the extract? (1)
- (ii) Complete the following: The tigers "do not fear the men beneath the tree", unlike their _____ . (1)
- (iii) What does "the massive weight of Uncle's wedding band" symbolise? (1)
- (iv) The tigers are best understood as a symbol of _____ (*fear / free and fearless spirit / wealth*). (1)
- (v) How does the contrast between the tigers and Aunt Jennifer convey the poem's theme? (1)



- (vi) Identify one poetic device used in “sleek chivalric certainty”. (1)

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

(A)

It was cold, bitter cold, and I was at that age when a boy is neither big nor small. . . . My mother never allowed me to go out and play; she thought I would come to harm. But I would slip away all the same. . . . I could not understand why my people looked down on those we called low-caste. (The Memories of Childhood)

- (i) What kind of childhood does the speaker seem to have had? (1)
- (ii) Complete the sentence suitably: The speaker’s puzzlement over caste shows a growing awareness of _____ . (1)
- (iii) Why does the writer emphasise the speaker’s young age? (1)
- (iv) The extract mainly highlights the theme of _____ (social discrimination / childhood games / fear of the cold). (1)

OR

(B)

Antarctica, because of her simple ecosystem and lack of biodiversity, is the perfect place to study how little changes in the environment can have big repercussions. . . . To visit Antarctica now is to be a part of that history; to get a grasp of where we’ve come from, and where we could possibly be heading. (Journey to the End of the Earth)

- (i) Why is Antarctica called “the perfect place” to study environmental change? (1)
- (ii) Complete the sentence: A visit to Antarctica helps one grasp both our past and our possible _____. (1)
- (iii) What warning about the environment does the extract imply? (1)
- (iv) The writer’s purpose in this extract is best described as _____ (to entertain / to warn and educate / to criticise scientists). (1)



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

(A)

Savita, a young girl in a drab pink dress, sits alongside an elderly woman, soldering pieces of glass. As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make. . . . It symbolises an Indian woman's suhaag, auspiciousness in marriage. (Lost Spring)

- (i) Why does the narrator wonder whether Savita knows “the sanctity of the bangles”? (1)
- (ii) Complete the sentence suitably: The comparison of Savita’s hands to “the tongs of a machine” suggests her _____ . (1)
- (iii) What is ironic about young girls making bangles that symbolise marriage? (1)
- (iv) The extract mainly highlights the theme of _____ (*child labour and lost childhood / the beauty of glass art / religious faith*). (1)
- (v) What does the “drab pink dress” suggest about Savita’s circumstances? (1)
- (vi) Identify the figure of speech in “like the tongs of a machine”. (1)

OR

(B)

He had let himself be fooled by a bait and had been caught. He had thought too much about the money . . . The whole world was nothing but a big rattrap. It had never existed for any other purpose than to set baits for people. (The Rattrap)

- (i) Whose thoughts are being described in the extract, and about what? (1)
- (ii) Complete the sentence suitably: The “bait” in the peddler’s philosophy stands for _____ . (1)
- (iii) Why does the peddler compare the world to a rattrap? (1)
- (iv) The peddler’s outlook on life at this point is best described as _____ (*hopeful / cynical / grateful*). (1)
- (v) How does this philosophy later shape the peddler’s response to the ironmaster’s home? (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 M. Hamel blame himself, as well as the parents, for the students’ neglect of French in *The Last Lesson*? (2)
- (ii) How does Mukesh in *Lost Spring* differ from the other children of his community in his dreams? (2)
- (iii) Why does the poet in *A Roadside Stand* feel a pain that is “almost past bearing”? (2)
- (iv) What does Neruda want to prove through the twelve seconds of stillness in *Keeping Quiet*? (2)
- (v) Why is Sophie’s relationship with her brother Geoff important in *Going Places*? (2)
- (vi) How does the peddler’s meeting with the crofter influence the events of *The Rattrap*? (2)

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

- (i) How does Dr. Sadao resolve the conflict between his duty as a doctor and his loyalty to his country in *The Enemy*? (2)
- (ii) Why can the Maharaja in *The Tiger King* be called a victim of his own arrogance? (2)
- (iii) What does Charley’s discovery of the third level reveal about his state of mind in *The Third Level*? (2)

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

(A) In *Going Places*, Sophie constantly blurs the line between fantasy and reality. Discuss how her habit of fantasising reveals both her dreams and the limits of her real life.

OR



(B) *Lost Spring* shows how poverty traps generation after generation in the same misery. Discuss how the “cycle of poverty” keeps the children of Seemapuri and Firozabad bound to their fate.

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

(A) *The Memories of Childhood* presents two young voices resisting cultural oppression. Discuss how Zitkala-Sa and Bama respond to the injustice they face.

OR

(B) In *Journey to the End of the Earth*, Antarctica becomes a classroom that teaches a hard lesson about climate change. Justify this statement with reference to the text.



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 she walked “with the steady, unhurried step she had trained herself to keep even when her heart was racing” shows her composure under pressure. (1)
- (ii) The ward is compared to “**a small country with its own weather**”, suggesting it is a world of its own with constantly changing moods and needs. (1)
- (iii) **B** — that she found the work meaningless and draining. (The passage shows she found it deeply worthwhile.) (1)
- (iv) By calmly naming each step of the treatment, Ritu gives the frightened boy something to focus on and understand; instead of facing a formless terror, his fear is directed and reduced, helping him stay calm. (2)
- (v) Any one: she “moved between the beds like a tide, never quite still”; the list of actions—adjusting a drip, smoothing a blanket, answering a monitor—shows continuous motion. (1)
- (vi) **B** — a hazy, fast-passing stretch. (1)
- (vii) It shows the child has recovered—now “cool and calm”—and has come to trust and feel affection for the nurse who cared for him. (1)
- (viii) Although exhausted, Ritu sees the recovered patients—the sleeping boy, the waving child—and decides it is “more than enough reason to come again”, showing that the human impact of her work makes it worthwhile. (2)
- (ix) **B** — the quiet, often unrecorded compassion at the heart of nursing. (1)
- (x) Any one: extreme tiredness after a long night shift; the physical and emotional strain of the demanding night. (1)

[Go Back to Q1](#)

Q2.

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

- (i) **B** — to plan clubs and activities around students' real interests. (1)
- (ii) **balanced**. (1)
- (iii) **Science** (the tallest bar in the graph). (1)
- (iv) Computer Science had grown more than any other subject compared with the previous year; interest in coding and games is pulling in new students quickly, so even though Science was larger overall, Computer Science was rising fastest. (2)
- (v) **Social Science** (the shortest bar in the graph). (1)
- (vi) It suggests students' feelings are mixed—a loyal group enjoys its puzzles, but several fear Mathematics more than they love it. (1)
- (vii) By teaching subjects in a lively way, with project work and well-run clubs, so that even a subject that seems dull can become a favourite. (2)
- (viii) **C** — English was the most preferred subject overall (the graph shows Science was the most preferred). (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) Photography Contest — indicative answer:



RIVERDALE SCHOOL, BHOPAL

NOTICE

2 July 20XX

Inter-House Photography Contest

The Photography Club is organising an inter-house Photography Contest on the theme “My City at Dawn”. Students of classes 9–12 may submit up to two original photographs to the undersigned by 12 July. Winning entries will be exhibited on Foundation Day. Interested students are invited to participate.

Nikhil Saxena
Secretary, Photography Club

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: Heritage School, Indore, cordially invites Dr. Anil Kapadia to grace its Annual Day celebrations as chief guest on Saturday, 26 July 20XX, at 5 p.m. in the school auditorium. Your presence would inspire our students and honour the occasion. (*RSVP with name/designation.*)

(B) Reply — indicative: Dr. Anil Kapadia thanks the Principal and staff of Heritage School for their kind invitation and is honoured to accept the role of chief guest at the Annual Day celebrations on 26 July. He looks forward to an inspiring evening 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 irregular electricity supply in the locality; frequent, unannounced power cuts; disruption to students’ studies and to those working from home; special hardship for the elderly during the summer heat; request a published, fixed load-shedding schedule and prompt repairs; urge the authorities to act.

(B) Complaint to Courier — key content: state the consignment number and



booking date; describe the parcel's contents and value; explain that it has been lost in transit; mention repeated, unhelpful follow-ups with customer care; demand immediate tracing, and compensation or a full refund; request a written reply within a fixed period.

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

Q6.

Model Answer

Section B — Article / Report (any one).

(A) Article “The Benefits of Playing Sports” — key content: title + by-line; sport builds physical health, stamina and fitness; team games teach cooperation, discipline and fair play; play relieves stress and sharpens focus for study; practical steps—a daily play slot, joining a school team, cutting screen time, using weekends—so that every student can benefit. (120–150 words.)

(B) Report “Science Exhibition” — key content: title + by-line/reporter; purpose (encouraging scientific curiosity, showcasing student projects); when/where organised by the Science Club; themes and models displayed (working models, charts, experiments); enthusiastic participation by students and visiting parents; a successful event closing with prizes and appreciation.

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

Q7.

Model Answer

Section C — Poetry extract (any one).

(A) A Roadside Stand:

- (i) Their constant hope for passing custom shows the deep, unfulfilled longing of the rural poor for a little share of city prosperity. (1)
- (ii) ... poverty and unmet material needs. (1)
- (iii) The poet feels anguish and resentment at the hollow promises of help that never materialise for the villagers. (1)
- (iv) **pain and sympathy.** (1)
- (v) The bare, needy roadside stand is set against the wealth and indifference of the passing city traffic. (1)



(vi) Imagery / metaphor — e.g. the stand’s plea for “city money”; also repetition (“They cannot . . .”). (1)

(B) Aunt Jennifer’s Tigers: (i) as bright, prancing, fearless topaz creatures pacing with “chivalric certainty” (1); (ii) . . . maker, the timid Aunt Jennifer (1); (iii) the crushing weight of an oppressive, patriarchal marriage (1); (iv) **free and fearless spirit** (1); (v) the free tigers embody the freedom Aunt Jennifer, bound by fear, can only imagine, highlighting her oppression (1); (vi) alliteration (“sleek . . . certainty”; “chivalric certainty”) (1). [Go Back to Q7](#)

Q8.

Model Answer

Section C — Vistas extract (any one).

(A) The Memories of Childhood: (i) a modest, closely watched childhood, marked by curiosity and quiet defiance (1); (ii) . . . social injustice and inequality (1); (iii) to show that even a child could sense the unfairness of caste discrimination (1); (iv) **social discrimination** (1).

(B) Journey to the End of the Earth: (i) its simple ecosystem makes the effects of small environmental changes easy to observe (1); (ii) . . . future (1); (iii) that small human-made changes can have huge, dangerous consequences for the planet (1); (iv) **to warn and educate** (1). [Go Back to Q8](#)

Q9.

Model Answer

Section C — Flamingo extract (any one).

(A) Lost Spring: (i) because Savita, still a child, works mechanically and may not yet grasp the deep marital meaning of the bangles she makes (1); (ii) . . . joyless, mechanical, dehumanised labour (1); (iii) girls who make bangles symbolising a bride’s “suhaag” are themselves robbed of a free, joyful childhood (1); (iv) **child labour and lost childhood** (1); (v) it suggests dullness, poverty and a joyless life (1); (vi) simile (1).

(B) The Rattrap: (i) the peddler’s thoughts, after being tempted by and stealing the crofter’s money (1); (ii) . . . the riches, comforts and pleasures that tempt people (1); (iii) because the world tempts people with baits and snaps shut on them the moment they give in to greed (1); (iv) **cynical** (1); (v) fearing capture, he avoids the road and hides, which leads him to the ironmaster’s manor (1); (vi) metaphor (1). [Go Back to Q9](#)



Q10.

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

- (i) M. Hamel admits he often sent students to water his plants or gave a holiday when he wished to fish; parents too preferred to put children to work. He blames this shared neglect for the loss of the language.
- (ii) Unlike others who accept bangle-making as destiny, Mukesh dares to dream of becoming a motor mechanic; he is willing to walk far to a garage to learn, showing a rare will to break free.
- (iii) The poet aches because the trusting rural poor are cheated by empty promises of relief and prosperity; their unrelieved suffering and dashed hopes cause him grief “almost past bearing”.
- (iv) Neruda wants to show that a brief, shared silence can halt destructive activity and violence, giving humanity a moment of introspection and a sense of togetherness and peace.
- (v) Geoff, whom Sophie admires and half-envies, is the audience for and partial trigger of her fantasies; her longing for his world of adventure fuels her daydreams and reveals her craving for a more exciting life.
- (vi) Sheltered and fed kindly by the trusting crofter, the peddler repays him by stealing his thirty kronor; the theft makes him fear the road and hide in the forest, setting the rest of the plot in motion.

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

Q11.

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

- (i) Sadao’s medical conscience wins: he treats and hides the enemy soldier, then quietly helps him escape by boat rather than hand him over. He reconciles duty and loyalty by saving the life while letting the man leave the country.
- (ii) The Maharaja’s arrogant vow to defy the prophecy by killing a hundred tigers rules his whole life; his vanity blinds him. Ironically, a splinter from a cheap wooden toy tiger causes his death—he is undone by his own pride.
- (iii) Charley’s “discovery” of the third level reveals a mind strained by the fear,



worry and insecurity of modern life; unable to cope, he escapes into a comforting fantasy of the peaceful world of 1894.

(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 invents a glamorous life—a boutique, a meeting with the footballer Danny Casey, a romance—because her real world of a cramped house and a modest future feels too small for her hopes. Her fantasies reveal genuine yearning, but also the gap between dream and reality; the poignant wait for Danny who never comes exposes how far her imagination has outrun her circumstances. (*Value points: nature of her fantasies; contrast with reality; family and class limits; the unfulfilled wait; adolescent escapism. Content 3, expression 2.*)

(B) Lost Spring: The ragpickers of Seemapuri and the bangle-makers of Firozabad are locked in an inherited misery. Poverty, tradition, indebtedness and the indifference of officials and middlemen keep each generation doing the same work as the last. Saheb loses even his freedom; Mukesh alone dares to dream. Anees Jung shows how the “cycle of poverty” steals children’s springtime. (*Content 3, expression 2.*) [Go Back to Q12](#)

Q13.

Model Answer

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

(A) The Memories of Childhood: Zitkala-Sa suffers the humiliation of having her long hair cut at a Carlisle school, an assault on her Native American identity, and she resists by struggling and hiding. Bama, insulted by untouchability in her village, responds not with despair but with determination—she studies hard to rise above caste. Both young voices meet cultural oppression with quiet courage and defiance. (*Content 3, expression 2.*)

(B) Journey to the End of the Earth: Antarctica’s pristine, simple environment lets Tishani Doshi and the “Students on Ice” see how small shifts ripple into big consequences. Collapsing ice shelves and the history frozen in the ice make climate change concrete rather than abstract. The continent thus “teaches” the young visitors their responsibility to act before the damage is irreversible. (*Content 3, expression 2.*) [Go Back to Q13](#)

