

# CBSE Class 12 English Core

## Sample Paper – 9

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 starting blocks had once felt like home to Kiran. At seventeen she was the fastest sprinter her district had ever produced, and the two hundred metres belonged to her the way a song belongs to its singer. Then, on an ordinary Tuesday in March, her knee gave way in the final bend of a heat, and the world she had built on speed folded quietly beneath her. The doctors spoke of torn ligaments and long months; Kiran heard only that she might never run the same way again.
2. The weeks that followed were the hardest she had known. Her crutches leaned against the wall like a reproach, and the medals in her cupboard seemed to belong to a stranger. She watched her teammates train from the sidelines, smiling when they waved, aching when they left. For a while she stopped going to the ground altogether. It was easier, she told herself, not to look at the track that had betrayed her. Yet a part of her, small and stubborn, still listened for the sound of spikes on the red track.
3. It was her old coach, Mr. Rao, who refused to let her disappear. He arrived one evening with a folding chair and a stopwatch and simply sat beside her. He asked nothing about racing. Instead he spoke of patience, of muscles that heal slower than pride, of champions who had returned from worse. “The body forgets an injury,” he said, “but it never forgets the work you put in before it.” Slowly, almost against her will, Kiran began to believe that the track had not finished with her after all.
4. Recovery was not a single triumphant morning but a hundred unglamorous ones. She learned to walk before she jogged, to jog before she strode. Every small gain was measured and celebrated: a pain-free lap, a steadier landing, a knee that no longer flinched. There were setbacks too, days when the old fear returned and her leg felt like glass. But she kept the stopwatch running, and the numbers, stubborn and honest, slowly began to fall.
5. When she finally lined up for the state meet a year later, the crowd did not know her story, and she did not need them to. The gun cracked, and for a moment there was only the familiar burn of effort and the rhythm of her own breath. She did not win that day; she finished third. But as she crossed the line, unbroken, Kiran understood that the greatest race had already been run, and won, long before the final bend. For the first time in a year, she smiled without pretending. (438 words)

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

- (i) Which detail in paragraph 1 shows that sprinting had once been central to Kiran’s sense of identity? (1)
- (ii) Complete the following suitably: The writer compares Kiran’s crutches to \_\_\_\_\_ in order to suggest that \_\_\_\_\_. (1)
- (iii) The writer suggests all of the following about Kiran EXCEPT — (1)



- A. that she had been an exceptional sprinter  
B. that she withdrew from the track for a time  
C. that she recovered fully and won her comeback race  
D. that she doubted she would run as before
- (iv) Why does the writer say that Kiran found “it was easier . . . not to look at the track that had betrayed her”? Answer in about 40 words. (2)
- (v) Based on paragraph 3, state *one* way in which the coach helped rekindle Kiran’s hope. (1)
- (vi) The word “unglamorous” in paragraph 4 is closest in meaning to: (1)  
A. ordinary and unexciting    B. deeply painful    C. dazzling    D. very brief
- (vii) What does the detail that Kiran “kept the stopwatch running” despite setbacks reveal about her character? (1)
- (viii) How does the final paragraph redefine the meaning of victory for Kiran? 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 excitement of competitive sport  
B. the courage and patience needed to recover from a setback  
C. the loneliness of injured athletes  
D. the importance of winning medals
- (x) Why was Kiran able to “smile without pretending” at the end of the passage? (Any one reason) (1)

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

**[10]**



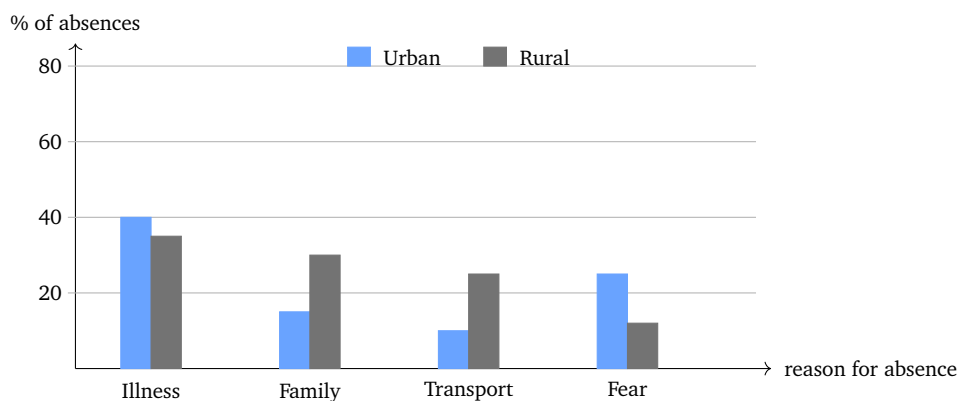
1. A district education board recently surveyed 2,000 secondary-school students to understand why so many of them miss classes during the year. Absenteeism, the board noted, is one of the quiet reasons students fall behind, and understanding its causes is the first step towards solving it. The reasons reported by students were grouped into four broad categories: illness, family duties, transport problems, and fear of bullying.

2. To make the findings reliable, the survey drew equally from urban and rural schools and from students of different ages and backgrounds. Responses were collected through anonymous questionnaires so that students could answer honestly. The share of absences linked to each reason, for both urban and rural students, is shown in the bar graph below.

3. Illness emerged as the single largest cause in both settings, accounting for the greatest share of missed days. A bout of fever or a stomach infection, the report observed, can keep a child at home for a week or more, especially where medical help is not close at hand.

4. Beyond illness, the picture differed sharply. Rural students far more often stayed away to help with farm work or to care for younger siblings, and many struggled with long, unreliable journeys to school. Urban students, by contrast, reported fear of bullying more frequently, a reminder that not every barrier to attendance is a practical one.

5. The board concluded that no single remedy will work. Better health awareness, safe and affordable transport, and a caring school climate must go together if regular attendance is to improve. *(Created for academic usage / 254 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 schools by their attendance figures
  - B. To understand why students miss school
  - C. To compare the exam results of urban and rural students
  - D. To measure how long common illnesses last



- (ii) Fill in the blank with the correct option from those given in brackets. The survey used anonymous questionnaires so that students could answer \_\_\_\_\_ (*quickly* / *honestly* / *briefly*). (1)
- (iii) Based on the bar graph, which reason accounts for the largest share of absences among rural students? (1)
- (iv) Why did rural students miss school more often than urban students for reasons such as family duties and transport? Answer in about 40 words. (2)
- (v) Complete the sentence with reference to the bar graph: The one reason for which urban students recorded a higher percentage than rural students is \_\_\_\_\_. (1)
- (vi) What does the phrase “one of the quiet reasons students fall behind” suggest about absenteeism? (1)
- (vii) How does the board suggest that regular attendance can be improved? Answer in about 40 words. (2)
- (viii) Select the option that is NOT stated in the passage. (1)
- A. Illness was the largest cause of absence in both settings.
  - B. Rural students often missed school to help with farm work.
  - C. Urban students reported fear of bullying more often than rural students.
  - D. The survey was conducted only in urban schools.

### 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 Gupta, the Secretary of the Art Club of Vidya Vihar School, Bhopal. The club is holding an **Art Exhibition** of students’ paintings in the school gallery next week. Write a notice in about 50 words informing students of the event and inviting them to attend. Put your notice in a box.

**OR**

**(B)** You are Tara Reddy, the Head Girl of St. Andrew’s School, Hyderabad. To welcome the new batch, the school is holding an **Anti-Ragging Awareness** programme. Write a notice in about 50 words informing senior students and inviting them to participate. 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 Springdale School, Dehradun, draft a formal invitation to Dr. Anil Kohli, a distinguished educationist, requesting him to be the chief guest at the school's Annual **Graduation Day**. Provide the essential details.

**OR**

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

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

(A) You are Rhea Pillai of 45, Hill View Colony, Coimbatore. Write a letter to the Editor of *The Southern Voice* drawing attention to the growing **lack of green and open spaces** in your fast-expanding city, and suggesting measures to protect and create them. Use the cues below along with your own ideas.

- shrinking parks and playgrounds
- health and well-being of residents
- unchecked construction
- community gardens and tree drives

**OR**

(B) You are Karan Malhotra of 12, Civil Lines, Lucknow. You have seen the following advertisement in *The Daily Chronicle* for the post of a **Content Writing Intern**. Write a letter applying for the position. Include your bio-data with the application.

**Inkwell Media**

We invite applications for a **Content Writing Intern** with: strong written English; curiosity and research skills; ability to meet deadlines.

**Qualification:** Pursuing/completed graduation in any discipline. **Duration:** Six months.

Send your application with bio-data to: The Editorial Head, Inkwell Media, 9 Media Enclave, Lucknow.



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

(A) Small acts of kindness often change lives in ways we cannot measure. You are Aditya Sharma. Write an article for your school magazine titled “**The Power of Kindness**”, discussing why kindness matters and how it can be practised every day. Use the cues below along with your own ideas.

- what kindness really means
- its effect on giver and receiver
- kindness in school and society
- simple everyday acts

**OR**

(B) The Green Warriors Club of your school recently organised a **Tree Plantation Drive** along the riverbank in partnership with the municipal corporation. As the club’s Secretary, Neha Kapoor, write a report for the school magazine describing the event. Use the cues below along with your own ideas.

- purpose and partners
- date and venue
- saplings planted and volunteers
- 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)

*Aunt Jennifer’s fingers fluttering through her wool*

*Find even the ivory needle hard to pull.*

*The massive weight of Uncle’s wedding band*

*Sits heavily upon Aunt Jennifer’s hand. (Aunt Jennifer’s Tigers)*

- (i) What does “fingers fluttering through her wool” reveal about Aunt Jennifer’s state of mind? (1)



- (ii) Why does Aunt Jennifer find “even the ivory needle hard to pull”? (1)
- (iii) Complete the following suitably: The “massive weight of Uncle’s wedding band” symbolises \_\_\_\_\_ . (1)
- (iv) The word “fluttering” suggests that Aunt Jennifer is \_\_\_\_\_ (*calm and content / anxious and unsteady / joyful*). (1)
- (v) How does the poet contrast Aunt Jennifer with the tigers she embroiders? (1)
- (vi) Identify one poetic device used in the extract, with an example. (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) What does Keats mean when he calls a thing of beauty “a joy for ever”? (1)
- (ii) Why does the poet say its loveliness “will never pass into nothingness”? (1)
- (iii) Complete the following: A thing of beauty keeps for us a “bower quiet” and a sleep full of \_\_\_\_\_ . (1)
- (iv) The phrase “a bower quiet for us” suggests that beauty offers \_\_\_\_\_ (*excitement / shelter and peace / wealth*). (1)
- (v) How, according to the poet, does beauty affect our health and breathing? (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)**

*Gondwana . . . the landmass was located roughly where Antarctica is today. Things were quite different then: humans hadn’t arrived on the global scene, and the climate was much warmer, hosting a huge variety of flora and fauna. (Journey to the End of the Earth)*



- (i) What was Gondwana? (1)
- (ii) Complete the sentence suitably: When Gondwana existed, human beings \_\_\_\_\_.  
(1)
- (iii) Why does the author mention that the climate of the past was “much warmer”?  
(1)
- (iv) The passage suggests that studying Antarctica helps us understand \_\_\_\_\_  
(*Earth’s past and future / modern politics / space travel*). (1)

**OR**

**(B)**

*I saw an elderly man coming along, holding out a small packet by its string . . . he came holding it out, without letting it touch him, to hand it to the landlord. The manner in which he came made me want to double up with laughter. (The Memories of Childhood)*

- (i) Why did the sight of the elderly man make the child want to laugh? (1)
- (ii) Complete the sentence suitably: The man carried the packet by its string because \_\_\_\_\_.  
(1)
- (iii) What does this incident reveal about the practice of untouchability? (1)
- (iv) When her brother explains the scene, the child’s laughter turns to \_\_\_\_\_  
(*amusement / indignation / fear*). (1)

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

**(A)**

*Then he raised the flap of a leather pouch which hung on a nail . . . and picked out three wrinkled ten-kronor bills. These he held up before the eyes of his guest, and then stuffed them back into the pouch. (The Rattrap)*

- (i) Who raises the leather pouch, and before whom? (1)
- (ii) Why does the crofter show the thirty kronor to the peddler? (1)
- (iii) Complete the sentence suitably: The crofter’s openness about his money later becomes a \_\_\_\_\_ for the peddler. (1)



- (iv) What does this scene reveal about the crofter's nature? (1)
- (v) How does the peddler eventually repay the crofter's trust? (1)
- (vi) The word "wrinkled" describing the notes suggests \_\_\_\_\_ (*the crofter's hard-earned savings / carelessness / great wealth*). (1)

**OR**

**(B)**

*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!* (The Last Lesson)

- (i) Whose thoughts are expressed in this extract? (1)
- (ii) Why is the speaker suddenly sorry that he "hardly knew how to write"? (1)
- (iii) Complete the sentence suitably: The exclamation "My last French lesson!" fills the speaker with a sense of \_\_\_\_\_ . (1)
- (iv) What had been "put up at the town-hall"? (1)
- (v) The word "thunderclap" conveys the speaker's \_\_\_\_\_ (*boredom / sudden shock / joy*). (1)
- (vi) Identify the figure of speech in "What a thunderclap these words were". (1)

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

- (i) Why does the peddler sign his letter to Edla as "Captain von Stahle" in *The Rattrap*? (2)
- (ii) Why did M. Hamel put on his best clothes on the day of the last lesson? (*The Last Lesson*) (2)
- (iii) What do the tigers created by Aunt Jennifer symbolise in *Aunt Jennifer's Tigers*? (2)
- (iv) What does the poet's parting smile convey at the end of *My Mother at Sixty-six*? (2)
- (v) How is Mukesh's dream of becoming a motor mechanic different from the aspirations of other Firozabad children in *Lost Spring*? (2)



- (vi) What does the poet reveal about the plight of rural people in *A Roadside Stand*?  
(2)

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

- (i) What is the significance of the first-day cover that Charley finds in *The Third Level*?  
(2)
- (ii) How does his friendship with Mr. Lamb change Derry in *On the Face of It*? (2)
- (iii) How does the Tiger King finally meet his death in *The Tiger King*? (2)

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

**(A)** In *The Rattrap*, the image of the rattrap runs through the whole story. Discuss how the metaphor of the rattrap, together with Edla's kindness, leads the peddler towards redemption.

**OR**

**(B)** *The Last Lesson* shows what a language means to a people. Discuss how the story brings out the value of one's mother tongue.

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

**(A)** In *Journey to the End of the Earth*, Antarctica is described as a window to the Earth's past and future. Explain how the essay uses Antarctica to help us understand where we have come from and where we may be heading.

**OR**

**(B)** *The Memories of Childhood* presents two young girls who refuse to accept humiliation quietly. Discuss how the chapter portrays resistance to discrimination.



**Model Answers & Marking Scheme**

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

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

- (i) The detail that “the two hundred metres belonged to her the way a song belongs to its singer” (also that the starting blocks “felt like home”) shows sprinting was central to her identity. (1)
- (ii) The crutches are compared to “**a reproach**”, suggesting that they silently reminded her of her helplessness and of the racing life she had lost. (1)
- (iii) **C** — that she recovered fully and won her comeback race. (She finished *third*, not first.) (1)
- (iv) The track was the very place where her injury and her broken dream had happened; looking at it forced her to relive the loss, so avoiding it was a way of protecting herself from painful reminders and grief. (2)
- (v) Any one: he refused to let her disappear; he sat patiently beside her; he spoke of patience and of champions who returned from worse; he reminded her that the body never forgets earlier work. (1)
- (vi) **A** — ordinary and unexciting. (1)
- (vii) It reveals her discipline, patience and quiet determination—she measured progress honestly and refused to give up despite fear and relapses. (1)
- (viii) It shows that victory is no longer only about winning a medal; by returning “unbroken” after a year of struggle, Kiran realises the real triumph lay in the courage of her comeback, achieved before the race even began. (2)
- (ix) **B** — the courage and patience needed to recover from a setback. (1)
- (x) Any one: she had returned to racing after a serious injury; she had conquered her fear; she was proud of the effort rather than the result. (1)

[Go Back to Q1](#)

Q2.

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

- (i) **B** — to understand why students miss school. (1)
- (ii) **honestly**. (1)
- (iii) **Illness** (the tallest “Rural” bar, and the largest cause in both settings). (1)
- (iv) Rural students more often had to help with farm work or care for younger siblings, and they faced long, unreliable journeys to school. These practical, everyday demands of rural life kept them away far more than they did urban students. (2)
- (v) **Fear (of bullying)** — the only reason for which the urban bar is higher than the rural bar. (1)
- (vi) It suggests that absenteeism is an unnoticed, undramatic problem that gradually causes students to lag behind, even though it attracts little attention. (1)
- (vii) The board suggests a combination of measures—better health awareness, safe and affordable transport, and a caring, bully-free school climate—arguing that no single remedy alone will improve regular attendance. (2)
- (viii) **D** — The survey was conducted only in urban schools. (The passage says it drew equally from urban *and* rural schools.) (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) Art Exhibition — indicative answer:**



## VIDYA VIHAR SCHOOL, BHOPAL

## NOTICE

3 July 20XX

**Art Exhibition**

The Art Club is holding an exhibition of students' paintings in the school gallery on Wednesday, 9 July, from 10 a.m. to 3 p.m. Come and admire works in water-colour, sketching and craft, and vote for your favourite. All students are warmly invited to attend.

Ishaan Gupta  
Secretary, Art 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:** Springdale School, Dehradun, cordially invites Dr. Anil Kohli to grace the Annual Graduation Day as chief guest on Saturday, 26 July 20XX, at 5 p.m. in the school auditorium. Your presence would inspire our graduating students as they begin a new chapter. *(RSVP with name/designation.)*

**(B) Reply — indicative:** Dr. Anil Kohli thanks Springdale School for its kind invitation and is delighted to accept the role of chief guest at the Annual Graduation Day on 26 July. He looks forward to an inspiring evening and to congratulating the young graduates.

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 shrinking parks and playgrounds in a fast-growing city; link green spaces to residents' health, exercise and mental well-being; point to unchecked construction eating up open land; suggest protecting existing parks, creating community gardens and holding tree-planting drives; urge the authorities to act before all green space is lost.

**(B) Job Application — key content:** state the post (Content Writing Intern) and source of the advertisement; express interest; highlight strong written English,



curiosity, research skills and ability to meet deadlines; enclose bio-data (name, qualification, skills, contact); request an interview.

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

Q6.

### Model Answer

**Section B — Article / Report (any one).**

**(A) Article “The Power of Kindness” — key content:** title + by-line; kindness as small, thoughtful acts done without expecting reward; how it uplifts both giver and receiver and builds trust; its place in a competitive school and society; simple everyday acts—sharing, listening, helping a struggling classmate, a kind word—and a call to make kindness a habit.

**(B) Report “Tree Plantation Drive” — key content:** title + by-line/reporter; the Green Warriors Club, in partnership with the municipal corporation, held the drive along the riverbank; date and venue; around 300 saplings planted by nearly 80 student volunteers with civic staff; native and shade-giving species chosen; a successful event ending with a pledge to water and protect the saplings.

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

Q7.

### Model Answer

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

**(A) Aunt Jennifer’s Tigers:**

- (i) It reveals her nervousness and physical strain—her hands are unsteady and tired, weighed down by fear and years of oppression. (1)
- (ii) The burden of a difficult married life and the “massive weight” of her wedding band have drained her strength, making even a light needle hard to pull. (1)
- (iii) . . . the crushing burden of marriage and male dominance that has weighed her down all her life. (1)
- (iv) **anxious and unsteady.** (1)
- (v) Aunt Jennifer is timid, weak and oppressed, while the tigers she creates are fearless, proud and free—everything she is not. (1)



(vi) Any one: metaphor (“massive weight of Uncle’s wedding band”); alliteration (“fingers fluttering”); symbolism (the wedding band). (1)

**(B) A Thing of Beauty:** (i) its joy never fades but stays with us for ever (1); (ii) because its loveliness keeps increasing and can never fade into nothing (1); (iii) . . . sweet dreams, health and quiet breathing (1); (iv) **shelter and peace** (1); (v) it gives us peaceful sleep, good health and calm, untroubled breathing (1); (vi) any one—metaphor (“a bower quiet”); the whole line “a joy for ever” as an assertion; imagery of the bower and sleep (1). [Go Back to Q7](#)

Q8.

### Model Answer

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

**(A) Journey to the End of the Earth:** (i) Gondwana was a giant, ancient southern supercontinent that once existed roughly where Antarctica lies today (1); (ii) . . . had not yet arrived on the Earth (1); (iii) to show how completely the Earth’s climate and life have changed over millions of years, underlining how dynamic our planet is (1); (iv) **Earth’s past and future** (1).

**(B) The Memories of Childhood:** (i) the strange, awkward way the man held out the packet by its string, away from his body, looked comic to the child (1); (ii) . . . as a so-called “lower-caste” man, he was not allowed to touch the upper-caste landlord’s food (1); (iii) it exposes the cruelty and absurdity of untouchability, which degrades human beings over accidents of birth (1); (iv) **indignation** (1). [Go Back to Q8](#)

Q9.

### Model Answer

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

**(A) The Rattrap:** (i) the crofter raises it before the peddler, his guest (1); (ii) out of loneliness and pride, and because he trusts the stranger who has given him company (1); (iii) . . . temptation (1); (iv) he is lonely, trusting, generous and open-hearted (1); (v) the peddler breaks in the next day and steals the thirty kronor (1); (vi) **the crofter’s hard-earned savings** (1).

**(B) The Last Lesson:** (i) Franz’s (1); (ii) because it is the last French lesson and he will never be able to learn the language properly again (1); (iii) . . . shock and deep regret (1); (iv) the order that only German would be taught in the schools of Alsace and Lorraine (1); (v) **sudden shock** (1); (vi) metaphor (1). [Go Back to Q9](#)



Q10.

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

- (i) By signing as “Captain von Stahle”, the peddler shows he wishes to live up to the dignity Edla granted him. Her kindness raised him in his own eyes, and the title marks his transformation from a petty thief into an honourable man.
- (ii) M. Hamel wore his fine clothes—his green coat, frilled shirt and embroidered cap—to honour the last lesson in French and to show his deep respect for his mother tongue on this solemn, final day.
- (iii) The tigers symbolise strength, fearlessness and freedom—the confident, unafraid spirit that Aunt Jennifer herself lacks. Through her art she creates the bold, liberated existence denied to her in life.
- (iv) Her parting smile is a brave attempt to hide her fear and pain. Behind it lies the ache of parting and the dread of losing her ageing mother, which she masks with reassuring words and a forced smile.
- (v) Unlike other Firozabad children who accept the family trade of bangle-making, Mukesh dares to dream beyond it. He wants to be a motor mechanic and learn to drive a car—a bold break from the destiny his caste and poverty seem to fix.
- (vi) The poet shows the neglected, hopeful lives of the roadside dwellers who wait in vain for city traffic to stop and buy their goods. Their unfulfilled longing for a fair share of prosperity moves him to pain and anger.

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

Q11.

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

- (i) The first-day cover, mailed in 1894 yet reaching Charley’s grandfather, is the one “proof” that the third level may be real. It blurs the line between fact and fantasy and keeps alive Charley’s hope of escaping to the past.
- (ii) Mr. Lamb’s warmth and honest talk make Derry look past his burnt face. He begins to value his mind and abilities, decides to face the world instead of hiding, and gains the courage to return to Mr. Lamb’s garden.



- (iii) The Tiger King is killed not by a real tiger but by a cheap wooden toy tiger—a splinter from its rough surface infects his hand, leading to his death. The very “hundredth tiger” he thought he had defeated brings his end.

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

Q12.

### Model Answer

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

**(A) The Rattrap:** The peddler believes the whole world is a rattrap that baits people with riches and comforts, only to snap shut on the greedy. Ironically, he himself is caught when he steals the crofter’s money and loses his way in the forest. Edla Willmansson, however, treats him with unquestioning kindness and respect, addressing him as a captain. This warmth awakens the goodness buried in him: he leaves the stolen money to be returned and signs himself “Captain von Stahle”. Lagerlöf suggests that everyone can be trapped by temptation, but compassion can free the essential goodness in any human being. (*Value points: rattrap metaphor; the peddler caught; Edla’s kindness; his moral transformation; theme of redemption. Content 3, expression 2.*)

**(B) The Last Lesson:** The story is set in Alsace when an order arrives that only German is to be taught. M. Hamel’s final lesson turns into a moving tribute to French. He calls it the most beautiful language and warns that a people who keep their language hold “the key to their prison”. Franz, who once hated grammar, suddenly sees his books as “old friends”. Through their regret, Daudet shows that one’s mother tongue carries a people’s identity, culture and freedom—something we value fully only when threatened with its loss. (*Content 3, expression 2.*) [Go Back to Q12](#)

Q13.

### Model Answer

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

**(A) Journey to the End of the Earth:** Tishani Doshi presents Antarctica as a living record of Earth’s history. Once part of the supercontinent Gondwana, its layers of ice preserve half a million years of the planet’s past—its climates, life forms and shifting continents. Because its ecosystem is simple, even small environmental changes there reveal huge consequences, warning us of the dangers of global warming. The “Students on Ice” programme takes the young there so that, seeing this fragile continent, they grasp both where humanity has come from and where



careless choices may lead. Antarctica thus becomes a window to both the past and the future. (*Content 3, expression 2.*)

**(B) The Memories of Childhood:** The chapter joins two accounts of young girls who refuse to accept humiliation. Zitkala-Sa resists the forced cutting of her hair at the Carlisle school, struggling and hiding, unwilling to surrender her identity. Bama, seeing the daily indignity of untouchability, turns her hurt into resolve: guided by her brother, she decides to study hard and rise above caste prejudice. Both, though children, meet discrimination not with silent acceptance but with quiet, determined resistance—asserting their dignity against systems that seek to demean them. (*Content 3, expression 2.*) [Go Back to Q13](#)

