CBSE Class 12 English Core Question Paper 2026 with Solution PDF-Set 1-1-2

Question Paper with Solutions

Conducted by the Central Board of Secondary Education (CBSE)

Time Allowed: 3 hours **Maximum Marks: 80**

General Instructions

(i) This Question Paper has **13** questions. **All** questions are **compulsory**.

(ii) This question paper contains **three** sections – Section – A : **Reading Skills**, Section – B : **Creative Writing Skills** and Section – C : **Literature**.

(iii) Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.

(iv) Separate instructions are given with each question/part, wherever necessary.

(v) Adhere to the prescribed word limit while answering the questions.

(vi) All the names, addresses, etc. used in the questions are fictitious. Resemblance, if any, is purely coincidental.

Section A (22 marks)

(READING SKILLS)

1. (1) Jonathan Seagull discovered that boredom, fear and anger are the reasons a gull's life is so short and with those gone from his thought, he lived a long, fine life indeed.

(2) They laughed at him. The other gulls scorned him. 'Such nonsense', they would squawk, as he practised flying, not for food but for the joy of flight itself. But Jonathan, undeterred, flew higher and faster than any gull before him. He learned that the secret to flight was not merely flapping wings, but in knowing the purpose of flying.

(3) 'Break the chain of your thought', he told himself, 'And you break the chains of your body.' In solitude, he mastered loops, dives and rolls. He flew at speeds that blurred the ocean below. The flock cast him out for defying tradition, he discovered that exile was not the end but a beginning. Alone, he found peace. Alone, he found the sky.

(4) One morning, soaring silently above the clouds, Jonathan was joined by two radiant gulls. Their wings shone with light and their presence was calm and sure. 'We've been watching you', they said. 'You're ready to come with us.' 'Where?' Jonathan asked blinking in the sunlight. 'To a higher level of being,' they answered. 'You have learned much but there is more, more to flying, more to being a gull.'

(5) He followed them into a realm where flight was pure thought and time had no meaning. There, gulls didn't fight over scraps of bread or squawk at one another in fear. They flew to understand themselves to explore the limitless. There Jonathan met Chiang, the wisest gull, who told him: 'The only true law is that which leads to freedom, there is no other.'

(6) Jonathan began to teach others what he had learned, sharing not just flight techniques but freedom of thought. 'You can go as far as you wish,' he would say. 'Because you have the right to learn. You have the right to be free.' No longer bound by rules, written in sand, Jonathan soared not just through the skies but through understanding. And as he flew, he knew that greatness is not measured in a wingspan but in the courage to break free. (365 words)

Source: Jonathan Livingstone Seagull by Richard Bach.

Answer the following questions, based on the above passage: [12 marks]

1(i). According to Jonathan, what was the secret of living a long life? (Paragraph 1) [1 mark]

Solution:

Concept:

- This question tests retrieval of an explicitly stated cause from paragraph 1.
- Distinguish the thoughts that shorten life from the change that makes a longer life possible.

Step 1: Identify the harmful thoughts Paragraph 1 names 'boredom, fear and anger' as the reasons a gull's life is short. These are the three mental obstacles the answer must identify.

Step 2: Trace the stated result The passage says that, with these thoughts gone, Jonathan lived 'a long, fine life indeed'. The cause of his longer life is therefore the removal of those negative thoughts, rather than a physical change or a different diet.

Step 3: Conclusion According to Jonathan, the secret of living a long life was freeing the mind from boredom, fear and anger.

Quick Tip to Solve: Use the cause-and-result link in paragraph 1 and name all three negative thoughts.

1(ii). How did Jonathan's unconventional passion for flying lead to his exclusion from the flock? (Paragraph 2) [2 marks]

Solution:

Concept:

- This question tests a cause-and-effect inference about a character and his community.
- Connect Jonathan's reason for flying with the flock's scorn for his unconventional behaviour.

Step 1: Identify the difference in purpose Jonathan practised flying 'not for food but for the joy of flight itself'. His interest went beyond survival: he wanted to understand flying and explore how high and fast he could go. This made his passion unconventional within the flock.

Step 2: Explain the hostile response The other gulls laughed at him, scorned him and called his practice 'Such nonsense'. Their reaction shows that they rejected a purpose of flying different from their own. Jonathan remained 'undeterred', so he did not abandon his passion to fit their expectations. This continuing challenge to their customary way of life explains his exclusion.

Step 3: Conclusion Jonathan flew for the joy of flight, rather than merely for food, challenging the flock's conventional purpose of flying. The other gulls mocked and scorned his passion as nonsense. His refusal to conform to their expectations led to his exclusion.

Quick Tip to Solve: Link the phrase 'not for food but for the joy' to the flock's scorn; explain both cause and response.

1(iii). Read and complete the following sentence suitably:

'Break the chains of your thought and you break the chains of your body', suggests: (Paragraph 3)

Choose the correct response from the two options to complete the sentence: [1 mark]

(A) freedom is achieved through physical strength.

(B) mental liberation is the key to true freedom.

Correct Answer: (B) mental liberation is the key to true freedom.

Solution:

Concept:

- This item tests interpretation of a metaphor about thought and freedom.
- The repeated word 'chains' represents limitations, rather than literal restraints.

Step 1: Follow the order of the metaphor Jonathan first speaks of breaking the chains of thought and then the chains of the body. The sequence makes freedom of the mind the condition for overcoming bodily limitations.

Step 2: Compare the two responses Option (B) expresses this connection: mental liberation makes true freedom possible. Option (A) makes physical strength the source of freedom, but the quoted sentence begins with thought, not muscular power. Jonathan's belief is about overcoming restrictive ideas.

Step 3: Conclusion The sentence suggests that mental liberation is the key to true freedom. Hence,

the correct option is (B).

Quick Tip to Solve: Follow which set of 'chains' is broken first; that identifies the source of freedom.

1(iv). Complete the following suitably with ONE advantage with reference to paragraph 3.

It was ironical that Jonathan Seagull's exile did not mean isolation but ____. [1 mark]

Solution:

Concept:

- This item tests completion of a sentence using the irony of an unexpected benefit.
- An ironic outcome contrasts with what exile would normally be expected to bring.

Step 1: Identify the expected outcome Exile separates Jonathan from the flock and would normally suggest loneliness or a loss of opportunity. The question asks for an advantage that reverses this expectation, not another description of isolation.

Step 2: Locate the contrasting benefit Paragraph 3 states, 'Alone, he found peace.' Although the flock cast him out, solitude gave Jonathan a positive inner experience. This directly supplies one advantage and fits after the word 'but' in the sentence.

Step 3: Conclusion It was ironical that Jonathan Seagull's exile did not mean isolation but an opportunity to find inner peace.

Quick Tip to Solve: Choose one explicit benefit from paragraph 3; 'Alone, he found peace' gives a direct completion.

1(v). What do the two radiant gulls who approached Jonathan, most likely represent? (Paragraph 4) [1 mark]

(A) rivals sent to watch his skills.

(B) a hallucination formed out of his loneliness.

(C) fellow gulls returning from his original flock.

(D) spiritual guides leading him to a higher plane.

Correct Answer: (D) spiritual guides leading him to a higher plane.

Solution:

Concept:

- This question tests inference about the symbolic role of characters.
- Infer a role from the gulls' appearance, words and purpose in approaching Jonathan.

Step 1: Read the clues to their purpose The gulls are 'radiant', their wings shine with light, and their presence is calm. They invite Jonathan to 'a higher level of being' and explain that he has more to learn. These clues suggest guidance towards deeper understanding.

Step 2: Eliminate unsupported roles Option (A) makes them rivals, although they offer guidance

rather than competition. Option (B) calls them a hallucination, which the passage does not suggest. Option (C) identifies them with his original flock, but no such return is described. Option (D) fits both their appearance and their invitation.

Step 3: Conclusion The two radiant gulls most likely represent spiritual guides leading Jonathan to a higher plane. Hence, the correct option is (D).

Quick Tip to Solve: Match 'a higher level of being' to the option about spiritual guidance, then reject unsupported identities.

1(vi). Provide one textual evidence with reference to paragraph 4 to prove the following: 'You are ready to come with us.' [1 mark]

Solution:

Concept:

- This question tests selection of textual evidence to support a stated judgement.
- Use the speakers' assessment of Jonathan's learning, rather than merely repeat their invitation.

Step 1: Identify what needs support The statement 'You're ready to come with us' judges Jonathan prepared for the next stage. Evidence must show that he has already gained the knowledge or development needed for that step.

Step 2: Select the direct assessment In paragraph 4 the radiant gulls tell him, 'You have learned much'. This explicitly acknowledges his progress. Their following statement that there is more to learn does not cancel his readiness; it explains why they invite him to continue learning at a higher level.

Step 3: Conclusion The textual evidence is: 'You have learned much'. This acknowledges Jonathan's progress and supports his readiness to accompany them.

Quick Tip to Solve: Quote the gulls' assessment of what Jonathan has learned, rather than repeating the claim of readiness.

1(vii). In Chiang's statement, "the only true law is that which leads to freedom, there is no other", what does the phrase 'the only true law' refer to? (Paragraph 5) [1 mark]

Solution:

Concept:

- This item tests interpretation of an abstract phrase in its immediate context.
- Chiang defines a true law by the freedom it produces, rather than by its traditional authority.

Step 1: Read the definition within the quotation Chiang says that the only true law is 'that which leads to freedom'. The relative clause itself explains the phrase: a principle is valuable when it frees the individual, not merely because others impose it.

Step 2: Connect the idea with the setting The gulls in this realm fly to understand themselves and

explore the limitless, instead of fighting over scraps or acting in fear. In this context, freedom means release from restrictive thinking so that learning and self-understanding can develop.

Step 3: Conclusion The phrase refers to the principle that enables freedom of thought and self-discovery by freeing an individual from limiting beliefs and restrictions.

Quick Tip to Solve: Use the words immediately after 'law' as the definition, then connect freedom with self-understanding.

1(viii). Select the option that best explains Jonathan's transformation after meeting Chiang. [1 mark]

(A) becomes more aggressive and fearless.

(B) forgets the past and returns to his flock.

(C) learns to use his skills to dominate the other gulls.

(D) internalises freedom and shares his wisdom with others.

Correct Answer: (D) internalises freedom and shares his wisdom with others.

Solution:

Concept:

- This item tests inference about a character's development across consecutive paragraphs.
- Connect Chiang's teaching about freedom with Jonathan's later actions as a teacher.

Step 1: Trace the teaching into action Chiang identifies freedom as the only true law. Afterwards Jonathan teaches others, sharing 'not just flight techniques but freedom of thought'. He has absorbed the principle and now helps other gulls understand it.

Step 2: Test all four alternatives Option (A) adds aggression, which conflicts with his supportive teaching. Option (B) claims he forgets his past and returns to his flock; the passage gives no such account. Option (C) suggests domination, opposite to his encouragement of others' freedom. Option (D) alone captures both his inner understanding and his sharing of wisdom.

Step 3: Conclusion Jonathan internalises freedom and shares his wisdom with others. Hence, the correct option is (D).

Quick Tip to Solve: Look for the action after Chiang's advice: Jonathan teaches others freedom of thought.

1(ix). Complete the analogy with ONE word from paragraph 6:

free : bound :: dropped : ____ [1 mark]

(A) soared

(B) learned

(C) measured

(D) break

Correct Answer: (A) soared

Solution:

Concept:

- This question tests a verbal analogy based on opposite meanings.
- Preserve the relationship in the first word pair when completing the second.

Step 1: Establish the relationship 'Free' and 'bound' are opposites: one indicates liberty and the other restriction. The missing word must therefore express an opposite movement to 'dropped', which suggests downward motion.

Step 2: Compare the available words 'Soared' means flew or rose high, contrasting with downward movement. 'Learned' concerns acquiring knowledge, 'measured' concerns assessing something, and 'break' concerns separation or damage; none supplies the required opposite of 'dropped'. The word 'soared' also occurs in paragraph 6, as required.

Step 3: Conclusion The missing word is 'soared': free : bound :: dropped : soared. Hence, the correct option is (A).

Quick Tip to Solve: Name the relationship first: both pairs must be opposites, so match downward motion with upward flight.

1(x). In what way did Jonathan's journey challenge traditional beliefs? Give an example. [2 marks]

Solution:

Concept:

- An inference about a character's journey connects his choices with the beliefs that his community expects him to follow.
- Jonathan's development contrasts conformity and mere survival with the joy of learning and freedom of thought.

Step 1: Identify the traditional belief The flock treats flying as a practical activity for obtaining food and mocks Jonathan's experiments as "Such nonsense". Its decision to cast him out for defying tradition shows that it expects obedience to established limits. Jonathan questions the belief that a gull's life must be restricted to survival and the flock's rules.

Step 2: Link his actions to the challenge Paragraph 2 says that he practises "not for food but for the joy of flight itself". He continues despite ridicule and learns to fly higher and faster. Later, he teaches freedom of thought to others. These actions show that learning and inner freedom can take a gull

beyond the limits accepted by its community.

Step 3: Conclusion Jonathan challenged the belief that gulls should fly only to obtain food and obey the flock's traditions. For example, he practised flying for its own joy despite ridicule and exile, showing that independent thought and learning could lead beyond accepted limits.

Quick Tip to Solve: Pair the flock's belief with one contrasting action by Jonathan; the phrase "not for food but for the joy of flight itself" supplies both.

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2. (1) Introduction: India faces a serious road safety challenge. According to the Ministry of Road Transport and Highways, over 4.8 lakh road accidents were reported in 2023, leading to 1.72 lakh deaths. Many of these could have been avoided by simple precautions, wearing helmets, fastening seatbelts and following speed limits. These statistics aren't just numbers; they represent lives lost and family dynamics changed forever.

Causes of Road Accidents in India (2023)		
S. No.	Causes	%
1.	Overspeeding	56
2.	Drunk driving	8
3.	No seatbelt/helmet	15
4.	Distraction (mobiles)	6
5.	Mechanical failure	4
6.	Weather/road condition	6
7.	Others	5

(2) Methodology: Recognising this, several cities are becoming proactive, especially near school zones. The municipal corporations and traffic police have introduced stricter school-zone safety measures, speed bumps, zebra crossings and digital signboards. This led to a 30% drop in minor accidents near schools, within a year. The success lay in combining infrastructure with awareness. Parents, teachers and traffic marshals helped monitor traffic during school hours.

(3) Survey: It's not just governments stepping up. In many cities, class XI and XII students launched a campaign called 'Ride Right', promoting helmet use among two-wheeler riders. They handed out stickers, ran roadshows and launched a 'No Helmet, No Selfie' challenge that went viral. Over 2000 riders pledged to wear helmets daily. Their success even led to invitations from the municipal body to speak in other schools, proof of how youth-led efforts can spark policy engagement.

(4) Results: Technology is also playing a significant role. Automation through AI-powered traffic cameras, digital signs and automated lights is being implemented in metros to reduce human error and improve monitoring including Pilot projects such as iRASTE and AI based road safety pilot to predict and prevent accidents using real time data and alerts for drivers. These systems have led to a 40% rise in fine collection, showing improved rule enforcement. GPS based alert systems in school buses now notify parents of speeding or unscheduled stops, another step towards safer school commutes.

(5) Implication for interventions: Still, personal responsibility is the most powerful safety tool. Whether it's a student cyclist using the left lane or a pedestrian waiting for the signal, every right choice sets an example. A popular slogan in school says it best: 'I follow, I influence.' Road safety is about respecting life, valuing time, and leading by example.

Answer the following questions, based on the given passage: [10 marks]

2(i). What strategy does the author use in paragraph (1) to highlight the seriousness of road accidents?

[1 mark]

(A) use of statistics and emotional appeal.

(B) humour and satire.

(C) technical jargon and neutrality.

(D) personal anecdotes and optimism.

Correct Answer: (A) use of statistics and emotional appeal.

Solution:

Concept:

- Statistics establish the scale of a problem through numerical evidence.
- Emotional appeal makes the reader consider the human suffering behind those figures.

Step 1: Locate numerical and emotional evidence Paragraph 1 reports over 4.8 lakh accidents and 1.72 lakh deaths in 2023. It then says that the figures represent "lives lost and family dynamics changed forever". The numbers convey scale, while the reference to affected families creates emotional concern.

Step 2: Eliminate the other strategies (B) fails because the paragraph contains no humour or satire. (C) fails because accessible statistics are not technical jargon, and the concern for families is not neutral. (D) fails because there is no personal story or optimistic account; the focus is the seriousness of preventable loss.

Step 3: Conclusion The author combines statistics with emotional appeal. Hence, the correct option is (A).

Quick Tip to Solve: Look for two kinds of evidence: the accident figures establish scale, while the reference to families appeals to feeling.

2(ii). What evidence from the passage suggests that stricter school-zone measures were effective?

[1 mark]

(A) the number of schools increased rapidly.

(B) there was a 30% drop in minor accidents near schools.

(C) teachers and parents opposed the new rules.

(D) students stopped commuting by bicycle.

Correct Answer: (B) there was a 30% drop in minor accidents near schools.

Solution:

Concept:

- Evidence of effectiveness is a reported result showing that a measure achieved its intended purpose.
- A road-safety intervention succeeds when the passage records fewer accidents after its introduction.

Step 1: Locate the measured result Paragraph 2 describes speed bumps, zebra crossings and digital signboards near schools. It then reports a "30% drop in minor accidents near schools" within a year.

This directly links the school-zone measures to an improvement in safety.

Step 2: Reject unsupported statements (A) mentions an increase in schools that the passage never reports. (C) wrongly claims opposition: parents and teachers actually helped monitor traffic. (D) invents a change in bicycle commuting. Only (B) gives the stated reduction in accidents.

Step 3: Conclusion The evidence is a 30% drop in minor accidents near schools within a year. Hence, the correct option is (B).

Quick Tip to Solve: When asked for evidence of success, choose the measured improvement after the intervention, not a description of the intervention itself.

2(iii). What would the following be classified as?

Students launched a campaign called 'Ride Right' promoting helmet use among two wheeler riders.

Select the appropriate response: [1 mark]

(A) primary purpose

(B) secondary objective

(C) method of analysis

(D) research outcome

Correct Answer: (A) primary purpose

Solution:

Concept:

- A primary purpose is the main aim that an activity is designed to achieve.
- Distinguish an intended aim from a method for analysing information and from a result achieved afterwards.

Step 1: Identify what the campaign seeks to do The words "promoting helmet use" state why the students launched "Ride Right". Encouraging two-wheeler riders to wear helmets is the campaign's central aim, so the statement identifies its primary purpose.

Step 2: Compare the other classifications (B) is unsuitable because the passage does not describe helmet promotion as a lesser, additional objective. (C) would require a way of analysing information, which launching a campaign is not. (D) would identify a finding or achieved result; the riders' later pledges are an outcome, whereas the quoted statement gives the campaign's aim.

Step 3: Conclusion Promoting helmet use is the campaign's primary purpose. Hence, the correct option is (A).

Quick Tip to Solve: Ask whether the sentence tells you why the campaign began or what happened afterwards; "promoting helmet use" expresses its aim.

2(iv). Give two points to support the success of the No Helmet, No Selfie Challenge. [2 marks]

Solution:

Concept:

- Support for a campaign's success should come from specific outcomes reported in the passage.
- A change in participants' commitment and recognition from public authorities are distinct kinds of evidence.

Step 1: Identify the riders' response Paragraph 3 says that the "No Helmet, No Selfie" challenge went viral and that over 2000 riders pledged to wear helmets daily. The pledge is a concrete response to the campaign's aim of promoting helmet use. It shows that the message motivated riders to commit themselves to safer behaviour; the passage does not claim that all pledges were later independently verified.

Step 2: Identify wider official recognition The students' success led to invitations from the municipal body to speak in other schools. This demonstrates that the campaign gained recognition and an opportunity to extend its influence. The passage explicitly calls this evidence of how youth-led efforts can encourage policy engagement.

Step 3: Conclusion First, over 2000 riders pledged to wear helmets daily. Second, the municipal body invited the students to speak in other schools, recognising the campaign's success and helping it reach a wider audience.

Quick Tip to Solve: Use the riders' pledges and the municipal invitations as two separate outcomes; do not merely repeat that the challenge went viral.

2(v). Which word from paragraph 4 best conveys the idea of 'ensuring compliance through authoritative measures' especially in the context of traffic systems?

[1 mark]

(A) collection

(B) enforcement

(C) monitoring

(D) automation

Correct Answer: (B) enforcement

Solution:

Concept:

- Contextual vocabulary requires matching the whole meaning of a phrase, not merely a related activity.
- Enforcement means making people comply with rules through the authority and measures used to uphold them.

Step 1: Match the definition to the passage Paragraph 4 links a 40% rise in fine collection to "improved rule enforcement". Traffic fines are authoritative measures used to secure obedience to rules. Thus "enforcement" conveys the required meaning of ensuring compliance.

Step 2: Distinguish the nearby terms (A), "collection", refers here to receiving fines, not the broader act of securing compliance. (C), "monitoring", means observing or checking behaviour and does not itself imply making people obey. (D), "automation", means using systems to perform tasks automatically; such systems can support enforcement but are not its synonym.

Step 3: Conclusion The word is "enforcement". Hence, the correct option is (B).

Quick Tip to Solve: Separate observing a rule violation from using authority to make people obey: the latter is enforcement.

2(vi). Analyze why the author emphasises that both technology and personal responsibility are important in promoting road safety. [2 marks]

Solution:

Concept:

- Analysing an argument means explaining how its supporting ideas work together, rather than merely listing them.
- The passage connects technological monitoring and enforcement with the safe choices made by individual road users.

Step 1: Explain the contribution of technology Paragraph 4 describes AI-powered cameras, automated lights and warning systems as ways to reduce human error and improve monitoring. It links these systems to improved rule enforcement and explains that GPS alerts help parents learn about speeding or unscheduled school-bus stops. Technology therefore supports supervision, timely warnings and action against unsafe behaviour.

Step 2: Explain why individual choices still matter Paragraph 5 calls personal responsibility the "most powerful safety tool". A cyclist keeping to the left lane and a pedestrian waiting for the signal actively practise safety. Their conduct also influences others, as the slogan "I follow, I influence" suggests. The author's emphasis shows that external systems and responsible choices have complementary roles: monitoring helps, while people must apply the rules in everyday situations.

Step 3: Conclusion Technology improves monitoring, warns of danger and strengthens enforcement, but road users must also choose to obey rules. Personal responsibility turns safety measures into daily practice and sets an example for others, so both are needed to promote safer roads.

Quick Tip to Solve: Give one function of technology and one function of personal responsibility, then explain how responsible choices complete the work of safety systems.

2(vii). Complete the following with a suitable reason:

Road safety is about personal responsibility because ____. [1 mark]

Solution:

Concept:

- A sentence completed with "because" needs a reason that explains the statement before it.
- Personal responsibility involves choosing safe conduct and influencing others through one's example.

Step 1: Locate the reason in paragraph 5 The passage gives the examples of a cyclist using the left lane and a pedestrian waiting for the signal. These are choices that individuals make. It adds that "every right choice sets an example", linking personal conduct to wider road safety.

Step 2: Connect individual action with its effect The slogan "I follow, I influence" explains the connection: obeying safety rules protects people and encourages others to act responsibly. The completion should express this link, rather than shift the whole responsibility to governments or technology.

Step 3: Conclusion Road safety is about personal responsibility because each person's choice to follow traffic rules protects lives and sets a positive example for others.

Quick Tip to Solve: Use "I follow, I influence" to connect an individual's safe choice with its effect on other road users.

2(viii). Which of the following inferences is best supported by the data in the table? [1 mark]

(A) enforcement of helmet and seat belt rules would address the cause of road deaths.

(B) speeding is the key issue, which requires technological and behavioural interventions.

(C) mobile phone use while driving is the fastest growing cause of accidents.

(D) drunk driving accounts for more deaths than 'no helmet/seat belt' and distractions combined.

Correct Answer: (B) speeding is the key issue, which requires technological and behavioural interventions.

Solution:

Concept:

- A supported inference follows the largest relevant value in the table and the measures described in the passage.
- A table for one year shows proportions; it cannot establish which cause is growing fastest over time.

Step 1: Identify the main problem The table attributes 56% of road accidents to overspeeding, the largest share and more than half the total. This makes speeding the key issue. The passage describes technological monitoring as well as responsible personal choices, supporting a combination of technological and behavioural interventions.

Step 2: Test the other inferences Option (A) proposes a useful measure, but helmet and seatbelt violations account for 15% in the table; it does not identify the dominant problem. The table concerns

accidents, rather than a separate breakdown of deaths. Option (C) makes an unsupported claim about growth: the table supplies data for 2023 alone. Option (D) contradicts the figures, because drunk driving accounts for 8%, whereas no helmet/seatbelt and distractions together account for 21%.

Step 3: Conclusion Speeding is the key issue, requiring technological and behavioural interventions. Hence, the correct option is (B).

Quick Tip to Solve: Compare the largest percentage first; reject any claim about growth when the table gives only one year's data.

Section B (18 marks)

(CREATIVE WRITING SKILLS)

*(**Note :** All details presented in the questions are imaginary and created for assessment purpose)*

3(a). Attempt the following in about 50 words:

You are Sakshi Mathur / Saksham Kher Counsellor of Bright Public School. Draft a notice informing students of Class X about the Annual Aptitude Test to be conducted.

This test would provide objective insights into individual strength and areas of improvement to help make better educational decisions. Include other necessary details. Put your notice in a box. [4 marks]

Solution:

Concept:

- A notice communicates essential information to a defined group in a brief, formal and impersonal style.
- The boxed format contains the institution's name, NOTICE, date, heading, body and the authorised issuer's name and designation.

Step 1: Set out the notice format Use Bright Public School as the institution and Sakshi Mathur as the counsellor issuing the notice. Place the date before the heading and the issuer's name and designation after the body. A notice does not require a salutation or a letter's complimentary close. The heading should identify the Annual Aptitude Test immediately.

Step 2: Plan the information students need Address Class X students and give a clear test date, time and venue. Explain that the test will identify individual strengths and areas for improvement so that students can make informed educational choices. Include a registration deadline and contact person, keeping the body close to the prescribed 50 words. The added practical details should be consistent: registration must close before the test date.

Step 3: Write the complete model notice

BRIGHT PUBLIC SCHOOL
NOTICE

5 February 2026

ANNUAL APTITUDE TEST

Class X students are informed that the Annual Aptitude Test will be held on 12 February 2026, from 10 a.m. to noon, in the auditorium. It will identify strengths and areas for improvement, helping students make informed educational choices. Register with the counsellor by 9 February. Bring your school identity card.

Sakshi Mathur
Counsellor

Step 4: Conclusion The notice supplies the test arrangements, its educational purpose and the registration procedure in the required boxed format.

Quick Tip to Solve: For this test notice, pair the date, time and venue with its purpose and a registration deadline before the test.

OR

3(b). Attempt the following in about 50 words:

You are Radhika Behl / Rahul Arora President of the School Community Service Club. To bridge the resource gap and provide free access to educational materials, draft a notice asking students to donate their used text books after the Annual Examination. Include all other necessary details. Put your notice in a box. [4 marks]

Solution:

Concept:

- An appeal notice states a specific action, its purpose and the practical arrangements that enable readers to participate.
- A school notice is boxed and contains the institution or issuing body's name, NOTICE, date, heading, body and the issuer's name and designation.

Step 1: Identify the issuer and format Radhika Behl is the President of the School Community Service Club, so use her name and designation to sign the notice. The issuing club may head the notice because the question supplies no school name. Place NOTICE and a clear donation-drive heading prominently, and include the date. Do not add a salutation or a letter-style closing.

Step 2: Plan a practical donation appeal Ask students to donate used textbooks after the Annual Examination and state that the books will provide free learning resources to students who need them. Include a collection period, place and time, along with the preferred condition of the books and a contact person. A short, courteous appeal is more suitable than a long speech about charity. Keep the model body close to 50 words.

Step 3: Write the complete model notice

SCHOOL COMMUNITY SERVICE CLUB
NOTICE

20 March 2026

DONATE TEXTBOOKS, SHARE KNOWLEDGE

Students are requested to donate used textbooks after the Annual Examination to provide free educational materials to learners in need. Submit clean, usable books at the school library from 25 to 28 March, during lunch break. Please remove personal papers. For assistance, contact the undersigned. Help bridge the resource gap.

Radhika Behl
President, School Community Service Club

Step 4: Conclusion The notice makes a clear donation appeal, explains the benefit and provides collection arrangements in the required boxed format.

Quick Tip to Solve: A textbook-drive notice needs the purpose, acceptable book condition, collection dates, location and contact person.

4(a). ***Attempt ANY ONE of the two (A) or (B) in about 50 words:***

Draft an invitation on behalf of the Principal, Staff and Students inviting parents to attend a one-act play festival in your school. Mention one compelling highlight along with other necessary details.

[4 marks]

Solution:

Concept:

- A formal invitation identifies the hosts, the invitees, the occasion and the arrangements in a courteous, concise style. Here, the Principal, Staff and Students jointly invite the parents.
- A school invitation should include the event's date, time and venue, together with the compelling highlight specifically requested. A card-style invitation uses the third person and has no personal salutation or complimentary close.

Step 1: Plan the invitation's format Place the school's name and the joint hosts prominently. Follow them with a polite invitation to all parents and the name of the one-act play festival. Use a compact, centred layout suitable for an invitation card, rather than a letter addressed to one parent. Keep the model invitation to about 50 words.

Step 2: Select the essential details Give a definite date, starting time and school venue so that the parents can attend. Make the highlight specific: an award-winning student production celebrating courage gives them a clear reason to come. The school name, schedule and contact details below are illustrative details supplied to complete the writing task. Include an RSVP contact without adding a

long programme or unnecessary description.

Step 3: Write the model invitation

Sunrise Public School
The Principal, Staff and Students
cordially invite all parents to a
One-Act Play Festival
on 15 December 2026 at 5 p.m.
in the school auditorium.
Highlight: an award-winning student production celebrating courage.
Your gracious presence will encourage our young performers.
RSVP: School Office, 011-23456789.

Step 4: Conclusion The invitation addresses the parents on behalf of all the specified hosts and supplies the occasion, schedule, venue, compelling highlight and RSVP contact in a formal card format.

Quick Tip to Solve: Before finishing this invitation, check hosts, parents, festival, date, time, venue and one distinctive highlight; retain the third person throughout.

OR

4(b). You are Jessy / Joe Lobo CEO of Choice Fitness Company. You have been invited to inaugurate 'Himat' Martial Arts and Self-defence Centre. Draft a reply consenting to attend. [4 marks]

Solution:

Concept:

- A formal reply of acceptance thanks the host and clearly confirms willingness to attend the specified occasion. It must state acceptance rather than merely express interest or good wishes.
- A third-person reply identifies the invitee by name and designation, names the event and acknowledges the arrangements. Its tone remains courteous and concise, without an informal salutation or a conversational closing.

Step 1: Identify the required response Choose one of the two names offered and use it consistently: Joe Lobo, CEO of Choice Fitness Company. He has been invited to inaugurate the centre, so the reply must explicitly accept that role. Preserve the centre's name, 'Himat', and its full description as a Martial Arts and Self-defence Centre. A refusal, a fresh invitation or a congratulatory message alone would not answer the task.

Step 2: Plan a concise formal acceptance Start with thanks to the organiser, state that Joe Lobo accepts the invitation, and confirm his attendance. Since the question supplies no date or time for the inauguration, refer to the scheduled date and time without suggesting a change. End with a brief, appropriate expression of anticipation. Use 'he' and 'his' consistently in this third-person format, and keep the model reply to about 50 words.

Step 3: Write the model reply Joe Lobo, CEO of Choice Fitness Company, thanks the organisers of 'Himat' Martial Arts and Self-defence Centre for their kind invitation. He is pleased to accept the invitation to inaugurate the Centre and confirms his attendance at the scheduled date and time. He looks forward to this special occasion.

Step 4: Conclusion The reply formally and unambiguously accepts the invitation to inaugurate 'Himat', while retaining the given identity and designation and confirming attendance at the arranged time.

Quick Tip to Solve: In this acceptance, include both 'accept the invitation' and 'inaugurate the Centre'; then check that Joe Lobo remains in the third person throughout.

5(a). Write in 120–150 words. Noise pollution is increasingly becoming a focus of concern today. Write a letter to the editor of a local daily discussing the negative impact on people's health and daily life by the indiscriminate use of loud speakers in the city. Also suggest effective ways to raise awareness about noise pollution. You are Sneh Lal / Sahil Ved. You may use some of the given cues along with your own ideas to draft the letter.

- **Why are loud speakers used?**
- **What are the consequences of misuse of loudspeakers? disturbs peace, causes stress, irritation, hearing loss**
- **How can this nuisance be checked?**
- **Stricter enforcement, spread awareness, time and volume limits**

[5 marks]

Solution:

Concept:

- A letter to the editor raises a public concern in a formal, courteous tone and requests attention through a newspaper.
- The response must connect excessive loudspeaker use with health and daily-life problems, then suggest practical enforcement and awareness measures.

Step 1: Organise the formal letter Put the sender's address and date first, followed by the editor's designation, newspaper and city. Use a precise subject, a formal salutation, three short body paragraphs and a courteous closing signed by one of the supplied names. Keep the body within 120–150 words; the format details appear outside it.

Step 2: Plan the argument and remedies Begin with the misuse of loudspeakers at celebrations, rallies and commercial events. Explain how continuous noise disrupts sleep, study and recovery, while causing stress, irritation and possible hearing damage. Link each remedy to the problem: enforce time and volume limits, protect sensitive locations, and inform organisers and residents through schools, neighbourhood groups and the newspaper. Ask the editor to publicise the concern rather than making unsupported accusations against particular people.

Step 3: Write the model letter 24, Green Park

Bhopal

20 February 2026

The Editor
The Bhopal Times
Bhopal

Subject: Curbing loudspeaker noise in our city

Sir/Madam,

Through your newspaper, I wish to highlight the indiscriminate use of loudspeakers in our city. Celebrations, rallies and commercial promotions frequently expose residential neighbourhoods to excessive noise, often late into the night.

This disturbance deprives residents of sleep, interrupts students' studies and makes recovery difficult for patients. Persistent exposure can cause stress, irritation and hearing damage. Elderly people and young children are particularly affected, while workers struggle to concentrate after disturbed nights.

Authorities should enforce time and volume limits, monitor complaints promptly and discourage amplified sound near schools and hospitals. Schools and resident associations can organise awareness campaigns explaining the harm caused by noise. Posters, newspaper articles and meetings with event organisers can encourage quieter celebrations. Kindly give this issue prominence and urge citizens to respect everyone's peace.

Yours faithfully,
Sneh Lal

Step 4: Conclusion The letter identifies the public nuisance, explains its effects on health and daily life, and requests enforcement together with public awareness in a complete formal format.

Quick Tip to Solve: Balance the letter: give concrete effects of loudspeaker misuse and equally concrete awareness measures, then close with a clear request to the editor.

OR

5(b). Write in 120–150 words. You are Sabhya / Sarit of 14, Lotus Enclave, Bhopal 40025. You read the following advertisement in the Bhopal Times and wish to apply for the post mentioned. Write a job application along with your bio-data.

Bright Residential School, Dehradun.

Requires: Athletics Coach for Senior School.

Qualification: Bachelor's degree in Physical Education

Experience: 4 years experience in coaching track and field events.

Skills Required:

- **Sound knowledge of training techniques.**
- **Adept at physical fitness assessments.**
- **Capable of inquiry management.**
- **Competent to train students for Zonal level and National level competitions.**
- **Good communicative skill and children management.**

Apply to: The Principal, Bright Residential School, Dehradun [5 marks]

Solution:

Concept:

- A job application is a formal letter linking the applicant's qualifications and experience to the advertised post; its bio-data provides concise supporting particulars.
- This application must address the Principal of Bright Residential School and demonstrate suitability for coaching senior-school track and field athletes.

Step 1: Match the application to the advertisement Use Sarit and the complete address given in the question. Name the newspaper and the exact post in the opening. State the required degree and four years of relevant coaching experience. Connect fitness assessment, training techniques, communication and management of children to preparation for zonal and national competitions. Retain the printed requirement of inquiry management by explaining the ability to handle queries from pupils and parents.

Step 2: Arrange the letter and supporting particulars Present the sender's address, date, receiver's address, subject, salutation, body and formal close in order. The letter body stays within 120–150 words. Put the bio-data after the letter as an enclosure, using clear labels for personal details, qualifications, experience and skills. Make the model applicant's particulars internally consistent; the bio-data should support the letter rather than contradict it. End the letter with a request for an interview and willingness to provide documents.

Step 3: Write the model application with bio-data 14, Lotus Enclave
Bhopal 40025
20 February 2026

The Principal
Bright Residential School
Dehradun

Subject: Application for the post of Athletics Coach

Sir/Madam,

With reference to your advertisement in the Bhopal Times, I wish to apply for the post of Athletics Coach for Senior School. I hold a Bachelor's degree in Physical Education and have four years of experience coaching school students in track and field events.

I can design progressive training programmes, assess physical fitness and prepare athletes for zonal and national competitions. My approach emphasises safe technique, regular practice and individual progress. I communicate clearly with children and parents, handle their inquiries patiently and maintain discipline through encouragement. I am willing to contribute to the residential school's sports activities and wider student welfare.

My bio-data is enclosed for your consideration. I would welcome an interview and can provide original certificates and experience records when required.

Yours faithfully,

Sarit

Enclosure: Bio-data

BIO-DATA

Name: Sarit

Date of birth: 12 June 1999

Address: 14, Lotus Enclave, Bhopal 40025

Email: sarit.coach@example.com

Qualification: Bachelor of Physical Education, 2021

Experience: Athletics Coach, Sunrise School, Bhopal; February 2022–January 2026

Skills: Track and field training, fitness assessment, inquiry handling, competition preparation and student management

Languages: English and Hindi

Declaration: The above particulars are true to the best of my knowledge.

Date and place: 20 February 2026, Bhopal

Signature: Sarit

Step 4: Conclusion The application addresses the advertised role, establishes the required qualification and coaching experience, and supplies matching bio-data in the prescribed formal format.

Quick Tip to Solve: Check the advertisement against your letter and bio-data: the degree, four years of experience, coaching level and named skills should all agree.

6(a). ***Attempt ANY ONE of the two, (A) or (B) in 120–150 words:***

You are Aanya/Ankit. You are deeply disturbed by how moments of silence and relaxed living are vanishing from today's fast-paced, lives. You decide to write an article for the newspaper on 'The Vanishing Art of Slowing Down'.

You may use the following cues alongwith your own ideas:

- **impact of hustle culture and technology on mental well-being.**
- **losing connection with nature, people and self.**
- **importance of mindful celebrations and slow/relaxed living.**
- **role of schools, communities, and media.**
- **need for digital boundaries, reflection, and simple joys.**

[5 marks]

Solution:

Concept:

- An article presents a viewpoint on a public concern, supports it with reasons, and offers practical suggestions in a coherent sequence.
- The newspaper format requires a relevant title and a byline. The body should address the given cues in 120–150 words with a thoughtful, persuasive tone.

Step 1: Establish the format and viewpoint Use the prescribed title, 'The Vanishing Art of Slowing Down', and identify the writer as Aanya or Ankit. Begin with the pressure to remain constantly productive. Explain why the loss of quiet moments matters instead of simply listing modern distractions. An article needs neither a salutation nor a complimentary close.

Step 2: Arrange causes, effects and solutions Connect hustle culture and constant notifications with stress and reduced attention. Explain the resulting distance from nature, other people and one's own thoughts. Move to realistic remedies: digital boundaries, reflection, simple pleasures and mindful celebrations. Include the roles of schools, communities and media so that the response covers collective action as well as personal habits.

Step 3: Write the complete article **The Vanishing Art of Slowing Down**

By Aanya

Today, being busy is often mistaken for being successful. Hustle culture and constant notifications leave little room for silence, increasing stress and weakening our attention. We scroll through celebrations instead of enjoying them and lose touch with nature, loved ones and ourselves.

Slowing down does not mean abandoning ambition. It means living deliberately. A quiet walk, an unhurried meal or a few minutes of reflection can restore balance. Mindful celebrations should value conversation and shared experiences over online approval.

Schools can provide quiet reading periods and outdoor activities. Communities can organise neighbourhood walks, while the media can celebrate balanced lives rather than endless productivity. At home, fixed screen hours and phone-free meals can protect meaningful connections. Let us make space for simple joys: life deserves our attention, not merely our speed.

Step 4: Conclusion The model article explains the loss of relaxed living, its effects on well-being and relationships, and practical individual and collective remedies, within the prescribed word limit.

Quick Tip to Solve: Link every solution to a stated problem: counter constant notifications with digital boundaries and social disconnection with unhurried shared time.

OR

6(b). Your school organised a 'Tastes of India' Week to educate students on the diversity of Indian cuisine. Write a comprehensive report detailing the activities conducted during the week. Describe the events, participation details, chief guest, and the overall impact of the programme on the school. You are Arti/Aryan a student of Std. XII and the Secretary of the School Magazine Editorial Board. You may organise your report on the basis of

What, When, Where, Who, Why, How [5 marks]

Solution:

Concept:

- A school magazine report records an event in an organised, factual style, answering what happened, when and where it happened, who participated, and why and how it was organised.
- Use a headline, the prescribed writer's name and designation, and a place-date opening. The account should mainly use the past tense and remain within 120–150 words.

Step 1: Set up the report format Give the report a specific headline about the 'Tastes of India' Week. Use Arti or Aryan as the byline and state Class XII and the role of Secretary of the School Magazine Editorial Board. A place-date opening locates the event. Do not use a letter's address, salutation or closing. For this composition, suitable details can complete the scenario consistently.

Step 2: Plan the event coverage Start with the purpose, venue and dates. Name the chief guest and explain the guest's contribution. Then describe activities across the week, identifying student, teacher and parent participation. End with the educational impact on the school community. Keep the emphasis on cultural learning rather than merely praising the food, and provide enough specific activities to make the week comprehensive.

Step 3: Write the complete report **Tastes of India Week Celebrates Culinary Diversity**

By Arti, Class XII

Secretary, School Magazine Editorial Board

New Delhi, 14 August 2026: Our school organised 'Tastes of India' Week from 10 to 14 August on its campus to introduce students to India's diverse culinary traditions.

The programme opened with a talk by chief guest Chef Meera Sharma, who explained how geography and local produce shape regional cuisines. Students from Classes IX to XII set up food stalls representing different states, with guidance from teachers and parents. Recipe displays, a food quiz and cooking demonstrations highlighted ingredients, nutrition and traditional preparation methods.

Throughout the week, visitors sampled regional dishes and exchanged family recipes. A concluding exhibition showcased students' research on food customs. The programme encouraged teamwork, respect for cultural differences and healthier eating habits. It helped the school community appreciate food as a shared heritage connecting India's many regions.

Step 4: Conclusion The report covers the occasion, dates, venue, participants, chief guest, activities and educational impact in the required school magazine format and word range.

Quick Tip to Solve: Before finishing an event report, check that the opening supplies what, when, where and why, while the remaining paragraphs identify who participated and how.

Section C (40 marks)

(LITERATURE)

7. It would be an exotic moment
without rush, without engines.
we would all be together
in sudden strangeness
Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.
(Keeping Quiet) [6 marks]

7(i). What does the phrase 'an exotic moment' in the extract signify? [1 mark]

(A) surreal pause from mechanized human activity enabling reflection and unity.
(B) ceremonial halt wherein humans acknowledge traditional and ecological wisdom.
(C) spontaneous event where all human labour becomes obsolete.
(D) rare disruption of routine that highlights cultural diversity and isolation.

Correct Answer: (A) surreal pause from mechanized human activity enabling reflection and unity.

Solution:

Concept:

- A phrase in a poem must be interpreted through its surrounding images and the speaker's attitude.
- In this extract, stillness interrupts mechanical activity and creates an unusual experience of human togetherness and self-awareness.

Step 1: Connect the phrase with the surrounding lines The words 'without rush, without engines' imagine a pause in hurried, mechanised activity. 'We would all be together' makes unity central to this moment. The salt gatherer noticing his 'hurt hands' suggests the opportunity for reflection and awareness that the pause provides.

Step 2: Compare all four interpretations Option (A) combines the unusual pause, the absence of mechanical activity, reflection and unity. Option (B) introduces a ceremony and traditional wisdom that the extract does not mention. Option (C) wrongly makes labour permanently obsolete: the imagined moment is a pause. Option (D) stresses cultural diversity and isolation, whereas 'all be together' directly emphasises a shared experience.

Step 3: Conclusion 'An exotic moment' signifies a surreal pause from mechanized human activity enabling reflection and unity. Hence, the correct option is (A).

Quick Tip to Solve: Match the option to both 'without engines' and 'all be together'; an interpretation that suggests isolation contradicts the extract.

7(ii). Complete the following sentence suitably:

The words 'we' and 'together' signify ____. [1 mark]

Solution:

Concept:

- Inclusive pronouns can present the speaker and other people as members of a shared human community.
- Repeated ideas of shared stillness and togetherness establish unity as a central value in the extract.

Step 1: Identify the inclusive language In 'we would all be together', the pronoun 'we' includes the speaker with other people. The word 'all' strengthens this inclusive meaning: the imagined experience is collective rather than confined to an individual.

Step 2: Explain what togetherness conveys 'Together' suggests solidarity and a shared sense of humanity during the quiet pause. The poet imagines people interrupting their rushed activities at the same moment, creating a feeling of connection rather than separation. The completion should therefore express human unity and collective participation.

Step 3: Conclusion The words 'we' and 'together' signify **unity, solidarity and a shared sense of humanity**.

Quick Tip to Solve: For a question on pronouns, identify whom the words include and connect that inclusive meaning to the extract's central idea.

7(iii). Select the option from those given in brackets to fill in the blank:

The excerpt tells us that the poet ____ (condemns/glorifies) the moment 'without rush, without engines'. [1 mark]

Solution:

Concept:

- The item tests the poet's attitude, inferred from his description of a moment of shared stillness.
- Positive images of togetherness and reduced harm reveal approval of the pause.

Step 1: Identify the descriptive clue The poet calls the pause an 'exotic moment', suggesting something unusual and valuable. His description of people being 'all ... together' presents stillness as an opportunity for unity.

Step 2: Compare the two choices The fishermen would stop harming whales, and the salt-gatherer would notice his injured hands. These beneficial possibilities show that the poet welcomes the moment; 'condemns' would wrongly suggest that he disapproves of it.

Step 3: Conclusion The poet **glorifies** the moment 'without rush, without engines'.

Quick Tip to Solve: Read the adjective 'exotic' alongside the benefits of the pause before choosing between approval and condemnation.

7(iv). Choose the correct option that BEST reflects the tone of the poet in the given extract: [1 mark]

(A) despairing and cynical

(B) aggressive and accusatory

(C) meditative and hopeful

(D) humorous and sarcastic

Correct Answer: (C) meditative and hopeful

Solution:

Concept:

- Tone is the speaker's attitude conveyed through word choice, images and the situation imagined.
- A meditative tone invites reflection; a hopeful tone anticipates a beneficial change.

Step 1: Read the imagined pause The quiet moment allows the salt-gatherer to look at his 'hurt hands', suggesting thoughtful self-awareness. The prospect that people would be together and fishermen would stop harming whales conveys hope for greater unity and care.

Step 2: Eliminate unsupported tones Option (A) conflicts with the positive possibilities imagined. Option (B) mistakes a calm invitation to reflect for an attack or accusation. Option (D) is unsupported because the suffering and harm are treated seriously, without humour or sarcasm.

Step 3: Conclusion The poet's tone is **meditative and hopeful**. Hence, the correct option is (C).

Quick Tip to Solve: Use both halves of a tone option: the reflective pause supports 'meditative', while its healing possibilities support 'hopeful'.

7(v). Complete the sentence:

The phrase 'hurt hands' is a symbol of ____. [1 mark]

Solution:

Concept:

- A symbol is a concrete image that suggests a wider human condition.
- The salt-gatherer's injured hands connect physical labour with suffering that routine activity can hide.

Step 1: Identify the literal image The man gathering salt has 'hurt hands'. The image presents bodily injury associated with his labour; the quiet pause gives him a chance to notice the pain instead of continuing his work automatically.

Step 2: Interpret its wider meaning The hands therefore represent the suffering caused by relentless toil and neglect of one's own well-being. They extend the extract's concern from harm done to whales to the hurt human beings endure in their daily activity.

Step 3: Conclusion The phrase 'hurt hands' symbolises **human suffering caused by relentless labour and neglect of one's own well-being**.

Quick Tip to Solve: Move from the literal injury of the salt-gatherer to the wider suffering it represents; keep the interpretation tied to labour.

7(vi). What message is the poet conveying through the given extract? [1 mark]

Solution:

Concept:

- The message of an extract is inferred by connecting its images rather than isolating a single phrase.
- Stillness links human togetherness, care for other living beings and awareness of personal suffering.

Step 1: Connect the examples People would be 'all ... together', fishermen would stop harming whales, and the salt-gatherer would look at his injured hands. Each image shows a benefit of interrupting hurried, unthinking activity.

Step 2: State the shared lesson The pause encourages reflection on the harm people cause and the pain they overlook. By becoming aware of others and themselves, people can develop compassion and a sense of unity. The emphasis is on a restorative moment of self-examination.

Step 3: Conclusion The poet urges us to pause and reflect so that we recognise suffering, stop harmful activity and cultivate compassion, peace and unity.

Quick Tip to Solve: Combine the three examples into one message: togetherness, protection of whales and awareness of injured hands all follow from reflection.

OR

7. You have the money, but if you want to be mean
Why keep your money (this crossly) and go along
The hurt to the scenery, wouldn't be my complaint
So much as the trusting sorrow of what is unsaid:
Here far from the city we make our roadside stand
And ask for some city money to feel in hand
To try if it will not make our being expand,
And give us the life of the moving – pictures' promise
That the party in power is said to be keeping from us.
(A Roadside Stand) [6 marks]

7(i). What emotion does the speaker reveal when he says, 'if you want to be mean, why keep your money (this crossly) and go along'? [1 mark]

(A) curiosity
(B) bitterness
(C) indifference
(D) detachment

Correct Answer: (B) bitterness

Solution:

Concept:

- The speaker's emotion is inferred from the language and the manner of speaking indicated in the extract.
- The word 'crossly' signals irritation, while the accusation of meanness conveys resentment.

Step 1: Locate the emotional evidence The speaker tells those unwilling to spend to keep their money and go away. The parenthetical 'this crossly' explicitly marks an irritated manner, and 'mean' expresses resentment towards their lack of generosity.

Step 2: Test the alternatives Option (A), curiosity, would suggest an interest in discovering something, absent here. Options (C) and (D), indifference and detachment, imply emotional distance; both conflict with the speaker's sharp, frustrated reaction to the visitors.

Step 3: Conclusion The speaker reveals **bitterness**. Hence, the correct option is (B).

Quick Tip to Solve: Treat the stage-like cue 'this crossly' as direct evidence: an irritated complaint cannot indicate indifference or detachment.

7(ii). What does the speaker imply in 'The hurt to the scenery wouldn't be my complaint'? [1 mark]

Solution:

Concept:

- The phrase is understood through its contrast with the 'trusting sorrow' in the following line.
- The extract gives priority to the rural sellers' human needs over objections to the scenery.

Step 1: Identify the lesser concern The speaker says that the 'hurt to the scenery' would not be his main complaint. He therefore distances himself from an objection based chiefly on how the roadside stand affects the landscape's appearance.

Step 2: Find the greater concern His concern is the sellers' 'trusting sorrow': they hope that passing city people will spend money and help improve their lives. The extract directs attention to these neglected hopes and their poverty rather than to an aesthetic inconvenience.

Step 3: Conclusion The speaker implies that the rural poor's suffering and disappointed hopes matter far more to him than any damage the roadside stand does to the scenery.

Quick Tip to Solve: Read the next line after the quoted phrase: 'So much as' identifies the concern the speaker considers more serious.

7(iii). Complete the following suitably:

The word 'expand' in the line 'to see if it will not make our being expand' implies an aspiration to ____.

[1 mark]

Solution:

Concept:

- The meaning of 'expand' must be inferred from the villagers' economic hopes in the surrounding lines.
- The extract connects money earned at the stand with the possibility of a fuller, better life.

Step 1: Read the surrounding desire The sellers ask for 'some city money to feel in hand'. They hope that earnings from visitors will change their lives, showing that their aspiration concerns material opportunity rather than the physical enlargement of the stand.

Step 2: Connect expansion with aspiration The promised life associated with moving pictures represents the attractive life they wish to share. Their 'being' would expand through improved living conditions and wider possibilities beyond their present deprivation.

Step 3: Conclusion The word 'expand' implies an aspiration to **improve their living conditions and enjoy a fuller, more prosperous life**.

Quick Tip to Solve: Link 'expand' to 'city money' and the promised life; the surrounding lines make prosperity and opportunity the relevant meaning.

7(iv). Read the two statements and choose the correct option:

Assertion (A): The speaker critiques the governing party for withholding opportunities from the rural poor.

Reason (R): The extract praises the government for their promises of a life of the moving pictures'.

[1 mark]

(A) Both the Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of the Assertion (A).

(B) Both the Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).

(C) Assertion (A) is true, but the Reason (R) is false.

(D) Assertion (A) is false, but the Reason (R) is true.

Correct Answer: (C) Assertion (A) is true, but the Reason (R) is false.

Solution:

Concept:

- An assertion-reason item requires separate checks of each statement before their explanatory relationship is judged.
- The extract's political criticism emerges from the contrast between promised prosperity and continued exclusion.

Step 1: Evaluate the assertion The final line says that the party in power is said to be 'keeping from us' the desired life. It criticises the denial of opportunities to rural people, so Assertion (A) is true.

Step 2: Evaluate the reason The extract does not praise the government. The reference to a desirable promised life highlights what the rural poor are denied; the tone is critical of their continuing deprivation. Reason (R) is therefore false.

Step 3: Check the relationship and options A false statement cannot explain the true assertion. Options (A) and (B) incorrectly accept the reason as true, while option (D) incorrectly rejects the assertion and accepts the reason.

Step 4: Conclusion The assertion is true, but the reason is false. Hence, the correct option is (C).

Quick Tip to Solve: Focus on 'keeping from us': the phrase indicates political criticism, which rules out any reason claiming praise for the government.

7(v). Which of the following concerns is NOT explored in the extract? [1 mark]

(A) political manipulation of rural dreams

(B) discrimination faced due to different religious policies.

(C) transactional disconnection between the city and the village.

(D) impact of unfulfilled expectations.

Correct Answer: (B) discrimination faced due to different religious policies.

Solution:

Concept:

- A NOT question asks for the concern without support in the extract.
- Each proposed theme must be checked against an actual image, statement or relationship in the passage.

Step 1: Match the supported concerns Option (A) is supported by the promised desirable life and the party in power keeping it from the rural poor. Option (C) follows from the sellers' need for city money and the visitors' unwillingness to spend. Option (D) is reflected in their 'trusting sorrow' and frustrated expectations.

Step 2: Identify the unsupported concern The extract contains no reference to religion, religious groups or policies that discriminate between them. Religious discrimination cannot be inferred simply because the poem discusses poverty and political neglect.

Step 3: Conclusion Discrimination faced due to different religious policies is not explored. Hence, the correct option is (B).

Quick Tip to Solve: For a NOT question, first find textual support for three options; do not import a social issue the extract never mentions.

7(vi). State in one sentence:

What advice your address to the politicians from this extract is most likely to include? [1 mark]

Solution:

Concept:

- The response converts the extract's criticism of political neglect into a constructive recommendation.
- Advice should address the rural poor's need for income, opportunity and an improved quality of life.

Step 1: Identify the problem to address The sellers hope for city money to improve their lives, yet their hopes remain unfulfilled. The reference to the party in power suggests that political promises have not delivered the life they desire.

Step 2: Frame practical advice The recommendation should urge politicians to translate promises into actual economic opportunities and better living conditions for rural people. Keeping the advice connected to poverty and neglected aspirations avoids adding unrelated concerns.

Step 3: Conclusion Politicians should fulfil their promises by creating real economic opportunities for the rural poor and helping them secure a dignified, better life.

Quick Tip to Solve: Turn the final line's criticism into one constructive sentence: replace withheld opportunity and empty promises with practical support.

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8. I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother, I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish, I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.
(Memories of Childhood) [4 marks]

8(i). Complete the following suitably:

'Then I lost my spirit', indicates that the speaker ____. [1 mark]

Solution:

Concept:

- The item tests inference about the narrator's emotional state after the forced cutting of her hair.
- Read a figurative expression in relation to the action immediately before it and the feelings that follow.

Step 1: Locate the turning point The narrator cries aloud and shakes her head while the scissors cut off her braid. Her physical protest shows that she initially tries to resist the humiliation; the cutting takes place despite this resistance.

Step 2: Interpret the emotional change The words 'lost my spirit' follow the cutting and are reinforced by 'anguish' and the absence of anyone to comfort her. They describe the collapse of her courage and

hope, rather than a literal loss of life or consciousness.

Step 3: Conclusion The speaker felt defeated and helpless and lost the courage to resist after her hair was forcibly cut.

Quick Tip to Solve: Link 'lost my spirit' to the change from active protest to helpless anguish immediately after the haircut.

8(ii). What does Zit Kala-Sa imply about the prejudice prevailing in society when she talks of having 'suffered extreme indignities'? [1 mark]

Solution:

Concept:

- The item tests how personal humiliation reveals prejudice and unequal treatment.
- The puppet and animal comparisons expose the denial of the narrator's individuality and dignity.

Step 1: Identify the degrading treatment She has been stared at, tossed about 'like a wooden puppet', and subjected to a haircut against her wishes. These actions treat her as an object to be controlled instead of a person whose feelings and choices deserve respect.

Step 2: Connect the experience to prejudice Her comparison with 'little animals driven by a herder' makes the inequality explicit. The authorities' disregard for her feelings and the meaning she attaches to her hair implies that they consider her indigenous identity and customs inferior.

Step 3: Conclusion She implies that prejudice against indigenous people led others to treat them as inferior, disrespecting their cultural identity and denying them dignity.

Quick Tip to Solve: Use the puppet and herded-animal comparisons to connect personal indignity with dehumanising prejudice.

8(iii). Why did Zit Kala-Sa yearn to be with her mother in her moment of anguish? [1 mark]

Solution:

Concept:

- The item tests the contrast between maternal care and the narrator's harsh surroundings.
- A reason-based response should connect the expressed longing to the comfort described in the extract.

Step 1: Find the care she remembers The narrator says that her mother used to reason quietly with her. This memory suggests patience, understanding and affection: her mother would recognise her distress and respond to her as a valued individual.

Step 2: Explain why that care is needed After the forced haircut, she is humiliated and emotionally defeated, but 'no one came to comfort' her. Her longing therefore arises from the absence of sympathy around her and her need for the security and reassurance her mother provided.

Step 3: Conclusion She yearned for her mother's loving comfort and understanding because her

mother would reason gently with her and soothe her anguish, unlike the indifferent people around her.

Quick Tip to Solve: Contrast 'no one came to comfort me' with the mother's habit of reasoning quietly to explain the longing.

8(iv). The tone of the narrator in the extract can be best described as [1 mark]

(A) bitter and strong willed

(B) detached and impersonal

(C) pained and despairing

(D) grateful and reflective

Correct Answer: (C) pained and despairing

Solution:

Concept:

- Tone is the emotional attitude conveyed by the narrator's choice of words.
- A tone option must fit the dominant emotion across the extract, including its ending.

Step 1: Read the emotional evidence The narrator cries, says she 'lost my spirit', and describes her 'anguish'. Her unanswered longing for her mother and sense of being herded like an animal convey deep suffering and hopelessness.

Step 2: Compare all the options Option (C) captures both hurt and loss of hope. Option (A) includes strong will, which conflicts with the eventual collapse of resistance. Option (B) fails because this is intensely personal and emotional. Option (D) fails because the narrator expresses neither gratitude nor satisfaction with what has happened.

Step 3: Conclusion The tone is pained and despairing. Hence, the correct option is (C).

Quick Tip to Solve: Use 'lost my spirit' and 'anguish' together; initial resistance does not determine the extract's final tone.

OR

8. Derry: But I'm not.... I'm not afraid [pause] people are afraid of me.

Mr. Lamb: Why should that be?

Derry: Everyone is. It doesn't matter who they are, or what they say, or how they look. How they pretend. I know. I can see.

Mr. Lamb: See what?

Derry: What they think?

Mr. Lamb: What do they think, then?

Derry: You think.... 'Here's a boy'. You look at me... and then you see my face and you think. That's bad. That's a terrible thing. 'That's the ugliest thing I ever saw.' You think, 'poor boy'. But I'm not. Not poor. Underneath, you are afraid. Anybody would be, I am. When I look in the mirror, and see it, I'm afraid of me.

Mr. Lamb: No, not the whole of you. Not of you.

Derry: Yes!

(On the Face of It) [4 marks]

8(i). Which emotion dominates Derry's dialogue in this extract? [1 mark]

(A) superiority

(B) shrewdness

(C) vulnerability

(D) indifference

Correct Answer: (C) vulnerability

Solution:

Concept:

- The item tests recognition of the emotion revealed through dramatic dialogue.
- Defensive words can reveal insecurity when a speaker fears rejection and judgement.

Step 1: Identify Derry's insecurity Derry assumes that everyone fears his face and secretly judges it as ugly. His admission that he is afraid when he looks in the mirror shows that others' presumed reactions have deeply affected his own sense of self.

Step 2: Eliminate the alternatives Vulnerability fits his exposed hurt and fear of rejection. Superiority, option (A), would imply feeling above others; his words show insecurity instead. Shrewdness, option (B), is not the emotional focus. Indifference, option (D), contradicts how intensely he cares about people's reactions.

Step 3: Conclusion Vulnerability dominates Derry's dialogue. Hence, the correct option is (C).

Quick Tip to Solve: Read Derry's defensive insistence beside his fear of his own reflection to recognise the vulnerability underneath.

8(ii). Complete the following suitably:

According to Derry, the people put up a pretence when they see him because ____. [1 mark]

Solution:

Concept:

- The question tests inference about the gap between outward behaviour and supposed inner feelings.
- Derry's interpretation of others must be presented as his belief, not as a proven fact about everyone.

Step 1: Identify the supposed hidden reaction Derry imagines that people see his face and think it is terrible or ugly. Although they may express pity by thinking 'poor boy', he insists that 'Underneath, you are afraid'.

Step 2: Explain the pretence He believes their words, expressions and behaviour conceal their real fear or aversion. His repeated 'I know. I can see' conveys his certainty about that concealment, while the question's phrase 'According to Derry' asks us to report his perspective.

Step 3: Conclusion According to Derry, people put up a pretence because they try to hide their fear and aversion towards his scarred face behind outwardly polite or sympathetic behaviour.

Quick Tip to Solve: Retain 'According to Derry': the answer explains his perception of people, not an established fact about everyone.

8(iii). Complete the following suitably:

When Mr. Lamb says, 'No, not the whole of you. Not of you.' He means ____. [1 mark]

(A) Your face will get healed and your ideas about your appearance will change.

(B) You are not just your face or your injury. That is not the sum total of who you are.

(C) I am afraid of your face and your appearance.

(D) You shouldn't look into the mirror so that you don't get the feeling of dejection.

Correct Answer: (B) You are not just your face or your injury. That is not the sum total of who you are.

Solution:

Concept:

- The item tests interpretation of Mr. Lamb's reassuring response to Derry.
- The contrast between a damaged face and the whole person expresses a broader view of identity.

Step 1: Read the reply in context Derry says that he fears himself when he sees his face in a mirror. Mr. Lamb responds, 'No, not the whole of you. Not of you.' He separates Derry as a complete person from the particular feature that distresses him.

Step 2: Test the options against the words Option (B) expresses this distinction between appearance and identity. Option (A) introduces a promise of physical healing that Mr. Lamb does not make. Option (C) reverses the reassurance into fear. Option (D) invents advice to avoid mirrors, which is absent from his reply.

Step 3: Conclusion Derry is more than his face or injury; these do not define his whole identity. Hence, the correct option is (B).

Quick Tip to Solve: Focus on 'the whole of you': Mr. Lamb broadens Derry's identity beyond the face he sees in the mirror.

8(iv). State in one sentence:

What advice will you give to the people who pretend to look away when they see Derry's face?

[1 mark]

Solution:

Concept:

- The item asks for empathetic advice grounded in the harm caused by judging appearance.
- The final answer must be a single sentence that gives a practical alternative to avoidance.

Step 1: Identify the effect of avoidance Derry already believes people fear his face and conceal their feelings. Looking away can reinforce that belief and make him feel rejected, reducing a whole person to a visible injury.

Step 2: Choose a respectful response Mr. Lamb's distinction between Derry and 'the whole of you' suggests recognising his full personality. Advice should therefore ask people to interact naturally and respectfully, avoiding both visible discomfort and patronising pity.

Step 3: Conclusion Treat Derry with natural warmth and respect, engage with him without staring or looking away, and recognise his personality instead of judging him by his face.

Quick Tip to Solve: Make the final advice one sentence and replace avoidance with respectful, ordinary human interaction.

9. The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large mirrors. They were all incandescent lights, so you can imagine the fiery misery of those subjected to make-up. The make-up department was first headed by a Bengali who became too big for the studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils. All this shows that there was a great deal of National Integration long before A.I.R. and Doordarshan began broadcasting programmes on national integration. This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson hued monster with the help of truckloads of pancake and a number of other locally made potions and lotions. Those were the days of mainly indoor shooting, and only five percent of the film was shot outdoors. I suppose the sets and studio lights needed girls and boys to be made to look ugly in order to look presentable in the movie. A strict hierarchy was maintained in the make-up department.

(Poets and Pancakes) [6 marks]

9(i). Why did the make-up room have a look of a hair-cutting salon? [1 mark]

Solution:

Concept:

- The item tests retrieval of the physical details that establish a comparison.
- A response should identify the room's arrangement rather than speculate about activities not described.

Step 1: Locate the shared features The opening sentence describes 'half a dozen large mirrors' with 'lights at all angles' around them. These are the specific visible features used to explain the make-up room's resemblance to a salon.

Step 2: Keep the explanation precise The comparison concerns the layout of mirrors and surrounding lights, both associated with preparing a person's appearance. The passage does not say that hair-cutting caused the resemblance, so the answer should stay with the arrangement actually described.

Step 3: Conclusion The make-up room resembled a hair-cutting salon because it contained half a dozen large mirrors with lights positioned around them at all angles.

Quick Tip to Solve: For this appearance-based comparison, take the mirror-and-light details directly from the opening sentence.

9(ii). What does 'fiery misery of those subjected to make-up' suggest? [1 mark]

(A) emotional stress faced by the actors.

(B) physical discomfort due to heat and lighting.

(C) anger of the make-up artists due to irritation.

(D) the discomfort caused by the cramped room.

Correct Answer: (B) physical discomfort due to heat and lighting.

Solution:

Concept:

- The item tests contextual interpretation of a descriptive phrase.
- The cause named immediately before a phrase helps distinguish literal discomfort from unrelated emotions.

Step 1: Identify the stated cause The narrator specifies that the lights around the mirrors were incandescent and immediately mentions 'fiery misery'. In this context, 'fiery' points to the heat of the lighting and 'misery' to the discomfort of those sitting for make-up.

Step 2: Check each alternative Option (B) directly links the physical discomfort to heat and lighting. Option (A) substitutes emotional stress for the stated physical cause. Option (C) attributes anger to the artists, although the phrase concerns those receiving make-up. Option (D) invents cramped conditions as the cause, which the extract does not establish.

Step 3: Conclusion The phrase suggests physical discomfort due to heat and lighting. Hence, the correct option is (B).

Quick Tip to Solve: Connect 'fiery' with the preceding 'incandescent lights' to identify the cause of the discomfort.

9(iii). Complete the following suitably:

The tone of the author in the phrase 'hideous crimson hued monster' is ____. [1 mark]

Solution:

Concept:

- Tone expresses the author's attitude towards what he describes.
- Exaggerated descriptions can create humour while criticising an absurd practice.

Step 1: Identify the exaggerated image The phrase 'hideous crimson hued monster' greatly exaggerates the appearance of a person covered with make-up. The striking image is comic rather than a literal description of a monster.

Step 2: Connect the image to the contrast The author contrasts a 'decent-looking person' with the grotesque result of make-up. Since make-up normally beautifies, this reversal gently mocks the studio's practice and gives the description an ironic, satirical quality.

Step 3: Conclusion The tone is humorous and satirical, with an ironic criticism of excessive make-up.

Quick Tip to Solve: Compare the person's appearance before and after make-up to recognise the humorous irony.

9(iv). Why was excessive make-up considered a cinematic necessity at Gemini Studios during that era? [1 mark]

(A) minimised the cost of set design and costumes.

(B) was a mandated practice by the studio's creative heads and lead actors.

(C) aligned with the theatrical traditions the studio admired.

(D) compensated for the lack of advanced lighting and camera technology.

Correct Answer: (D) compensated for the lack of advanced lighting and camera technology.

Solution:

Concept:

- An inference about a practice must be supported by the explanation in the extract.
- The contrast between real appearance and screen appearance explains the use of excessive make-up.

Step 1: Locate the technical reason The author says that shooting was mainly indoors and that 'the sets and studio lights' required people to look ugly in person to appear presentable in the movie. Heavy make-up therefore met the technical demands of filming under the conditions of that era.

Step 2: Compare the options Option (D) best expresses this adjustment to the limitations of lighting and filming technology. Option (A) introduces cost savings absent from the extract; (B) invents a command from creative heads and actors; (C) introduces admiration for theatrical traditions, which the passage does not mention.

Step 3: Conclusion Excessive make-up compensated for the limitations of lighting and camera technology. Hence, the correct option is (D).

Quick Tip to Solve: Link 'sets and studio lights' with the need to look presentable on screen; reject explanations absent from the extract.

9(v). What does 'became too big for a studio and left' imply about the Bengali make-up artist? [1 mark]

Solution:

Concept:

- An idiom must be interpreted in its immediate context, not by its literal wording.
- Professional growth may make a person feel that an existing position offers insufficient scope.

Step 1: Reject the literal meaning 'Became too big' does not refer to the artist's physical size. The passage describes the head of a department leaving and another person succeeding him, so the expression concerns his professional standing or ambition.

Step 2: Infer why he left The phrase suggests that he had grown in importance or ambition and felt that the studio could no longer offer him sufficient scope. The extract does not name a new employer or a particular achievement, so those details should not be added.

Step 3: Conclusion He had outgrown his position in professional stature or ambition and left to pursue greater opportunities.

Quick Tip to Solve: Read 'too big for a studio' as outgrowing a professional role, without inventing details about his next job.

9(vi). Complete the sentence with a suitable reason:

The author refers to the presence of people from different regions in the make-up department to ____. [1 mark]

Solution:

Concept:

- A list of regional backgrounds can illustrate cultural diversity within a workplace.
- The author connects the department's diversity explicitly with national integration.

Step 1: Examine the examples The department included a Bengali, a Maharashtrian, a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and local Tamils. The list brings together people from different regional and cultural backgrounds in the same team.

Step 2: Connect the list with the author's comment He calls this a 'great deal of National Integration' before broadcasting programmes promoted the idea. His point is that the workplace already practised the coming together of diverse communities through their shared work.

Step 3: Conclusion The author refers to people from different regions to highlight the national integration and cultural diversity already present in the make-up department.

Quick Tip to Solve: Use the author's explicit phrase 'National Integration' to explain the purpose of the regional list.

OR

9. 'Now I am going to tell you, Mr. Ironmaster, how things are', he said. 'The whole world is nothing but a big rattrap. All the good things that are offered to you are nothing but cheese rinds and bits of pork, set out to drag a poor fellow into trouble. And if the sheriff comes now and locks me up for this, then you, Mr. Ironmaster, must remember that a day will come when you yourself may want to get a big piece of pork, and then you will get caught in the trap.'

The ironmaster began to laugh.

'That was not so badly said, my good fellow. Perhaps we should let the sheriff alone on Christmas Eve.'

(The Rattrap) [6 marks]

9(i). What does the speaker mean when he says 'The whole world is nothing but a big rattrap'? [1 mark]

(A) The world offers many chances for success and prosperity.

(B) Temptations in life are traps that lead people into trouble.

(C) Good deeds are always rewarded with cheese rinds.

(D) Justice and fairness are not guaranteed for everyone.

Correct Answer: (B) Temptations in life are traps that lead people into trouble.

Solution:

Concept:

- An extended metaphor compares a situation with another to reveal its meaning.
- In the rattrap image, attractive worldly pleasures act as bait that can bring trouble.

Step 1: Interpret the bait The speaker calls the world's good things 'cheese rinds and bits of pork', which are used to lure a rat into a trap. He explains that such attractions are 'set out to drag a poor fellow into trouble', directly linking temptation with danger.

Step 2: Check all the options Option (B) captures the trap created by life's temptations. Option (A) treats the opportunities as wholly beneficial and misses the warning. Option (C) mistakes metaphorical bait for rewards for good deeds. Option (D) concerns unfair justice, which is not the meaning of the rattrap comparison.

Step 3: Conclusion The metaphor means that temptations in life can trap people and lead them into trouble. Hence, the correct option is (B).

Quick Tip to Solve: Map the image in order: attractive bait represents temptation, and capture represents the resulting trouble.

9(ii). What does the following phrase from the extract showcase:
'Cheese rinds'. [1 mark]

(A) temptation
(B) affirmation
(C) gluttony
(D) deprivation

Correct Answer: (A) temptation

Solution:

Concept:

- An object in a metaphor can stand for an abstract idea.
- Cheese rinds function as bait; their attraction explains what they symbolise.

Step 1: Identify the role of cheese rinds The speaker groups 'cheese rinds' with 'bits of pork' and compares them with all the good things offered by the world. They are attractive objects that lure someone towards danger, just as bait draws a rat into a trap.

Step 2: Eliminate the alternatives Option (A), temptation, matches that enticing function. Affirmation in (B) means confirmation or approval, which is absent. Gluttony in (C) means excessive eating, whereas food here is symbolic bait. Deprivation in (D) means lack or denial, while the image concerns something attractive being offered.

Step 3: Conclusion 'Cheese rinds' symbolise temptation. Hence, the correct option is (A).

Quick Tip to Solve: Ask what cheese does in a rattrap: it attracts the victim, so its symbolic meaning is temptation.

9(iii). Select the correct option from those given in brackets to fill in the blank:
By calling himself a 'poor fellow', the speaker emphasises his ____ (vulnerability/credibility). [1 mark]

Solution:

Concept:

- Word choice reveals how a speaker presents his own situation.
- Vulnerability means susceptibility to harm; credibility means trustworthiness.

Step 1: Read the phrase with its surrounding action The speaker describes the world's attractions as being set out to 'drag a poor fellow into trouble'. The verb 'drag' and the adjective 'poor' make the individual seem exposed to forces that can overpower or harm him.

Step 2: Compare the bracketed choices Vulnerability fits this picture of a person liable to be caught by temptation and punished. Credibility would stress whether his words are believable, but the phrase does not offer evidence of his honesty or establish the truth of his claims.

Step 3: Conclusion By calling himself a 'poor fellow', the speaker emphasises his vulnerability.

Quick Tip to Solve: Connect 'poor fellow' with being dragged into trouble; the emphasis is susceptibility to harm, not reliability.

9(iv). What does the speaker imply through his warning to the ironmaster? [1 mark]

Solution:

Concept:

- An implication is a meaning conveyed indirectly by a statement.
- The rattrap metaphor applies to anyone attracted by worldly rewards, regardless of social position.

Step 1: Identify the future possibility The speaker warns that the ironmaster may one day want 'a big piece of pork' and then be caught. The pork remains a metaphor for a tempting benefit; it is not a prediction about an actual meal or an actual rat trap.

Step 2: Explain the warning's wider meaning By applying the same image to the wealthy ironmaster, the speaker challenges the idea that only poor people fall into trouble. Wealth and position do not make a person immune to greed or temptation and the consequences that may follow.

Step 3: Conclusion He implies that even the ironmaster may succumb to temptation and suffer its consequences; no one is immune to the world's traps.

Quick Tip to Solve: Notice the shift from 'poor fellow' to 'you yourself': the warning extends the trap to the ironmaster too.

9(v). What does the following line from the extract showcase about the ironmaster's nature?
'Perhaps, we should let the sheriff alone on Christmas Eve.' [1 mark]

(A) materialistic

(B) understanding

(C) conniving

(D) enterprising

Correct Answer: (B) understanding

Solution:

Concept:

- A character's response to another person reveals their attitude and disposition.
- Choosing leniency over punishment can show understanding and sympathy.

Step 1: Read the response as a whole The ironmaster laughs at the speaker's comparison, says it was 'not so badly said', and suggests leaving the sheriff alone on Christmas Eve. His response softens the threat of involving the authorities and shows a willingness to be lenient.

Step 2: Check the character descriptions Understanding in (B) fits this tolerant response. Materialistic in (A) would emphasise possessions; conniving in (C) would suggest secret scheming; enterprising in (D) would indicate initiative in undertaking something. None of those traits is demonstrated by this decision to avoid calling the sheriff.

Step 3: Conclusion The line shows that the ironmaster is understanding. Hence, the correct option is (B).

Quick Tip to Solve: Infer the trait from his decision about the sheriff: withholding punishment here suggests understanding.

9(vi). Complete the following with a suitable reason:

In the extract, it is implied that the speaker will be locked up because ____. [1 mark]

Solution:

Concept:

- An implied reason is inferred from the situation and the words used in the extract.
- Mention of the sheriff and imprisonment points to suspected wrongdoing and its consequences.

Step 1: Identify the threat of punishment The speaker says that the sheriff may come and lock him up 'for this'. The reference to a law-enforcement officer indicates that he fears being treated as someone who has acted dishonestly or committed an offence, rather than merely as someone who holds an unpopular opinion.

Step 2: Keep the inference within the extract His defence presents tempting good things as a trap that leads a person into trouble. This connects the feared punishment with dishonest conduct under temptation. The extract itself does not specify the exact charge, so the answer should state the implied wrongdoing without inventing particulars.

Step 3: Conclusion In the extract, it is implied that the speaker will be locked up because he is suspected of dishonest conduct after falling prey to temptation.

Quick Tip to Solve: Use 'sheriff', 'locks me up' and 'trouble' to infer wrongdoing without adding an offence not named in the extract.

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

10(i). Why were journalists and publishers puzzled by the success of 'The Name of the Rose'? (The Interview) [2 marks]

Solution:

Concept:

- The question tests the contrast between publishing assumptions and actual reader response.
- Eco describes a demanding novel whose worldwide popularity surprised people in the book industry.

Step 1: Identify the expectations of the book trade Journalists and publishers generally assumed that ordinary readers preferred easy, undemanding entertainment. Eco says they underestimated the reading public. Such expectations made them doubtful about the appeal of a difficult work with an unfamiliar historical setting.

Step 2: Explain why this novel challenged those expectations The Name of the Rose is a detective story, but it also deals with metaphysics, theology and medieval history. Its difficulty and serious intellectual content seemed unlikely ingredients for a bestseller. Its enormous readership therefore challenged the assumption that readers wanted only easy material.

Step 3: Conclusion Journalists and publishers believed that readers preferred easy entertainment. The Name of the Rose, however, was a difficult novel combining a detective story with metaphysics,

theology and medieval history. Its enormous popularity contradicted their assumptions about public taste and therefore puzzled them.

Quick Tip to Solve: Link the serious medieval and philosophical content directly to the mistaken belief that readers want easy entertainment.

10(ii). Gandhi opposed C.F. Andrews' help in the Champaran episode. What were his reasons? (Indigo) [2 marks]

Solution:

Concept:

- The question tests Gandhi's principle of self-reliance in a struggle against injustice.
- His objection concerns dependence on an English ally, rather than distrust of Andrews personally.

Step 1: Explain the dependence Gandhi opposed The lawyers wanted C.F. Andrews, an Englishman sympathetic to the cause, to remain and help them. Gandhi felt that seeking his support revealed weakness: they were looking for an Englishman as protection while challenging British injustice.

Step 2: Connect his refusal with the lesson for the lawyers Gandhi maintained that their cause was just and that they must rely on themselves to win the battle. They needed confidence in their own courage and ability instead of shelter behind a foreign supporter. His refusal was therefore a practical lesson in self-reliance, which the lawyers recognised.

Step 3: Conclusion Gandhi felt that seeking Andrews' help showed weakness and a wish to use an Englishman as protection against British injustice. Since their cause was just, the Indians should rely on their own strength. He wanted the lawyers to learn courage, confidence and self-reliance.

Quick Tip to Solve: Distinguish rejection of dependence on an English protector from rejection of Andrews as a friend.

10(iii). Explain the paradox in the line 'Because I had experienced both the sensation of dying and the terror of fear....., the will to live grew in intensity.' (Deep Water) [2 marks]

Solution:

Concept:

- A paradox joins apparently contradictory ideas to reveal a deeper truth.
- Douglas contrasts the terror produced by fear with the stronger desire for life gained through overcoming it.

Step 1: Identify the apparent contradiction An encounter with dying and overwhelming terror might be expected to weaken a person's attachment to life or leave him permanently defeated. Yet Douglas states that his will to live became more intense. The apparent contradiction is that an experience associated with death strengthens his desire for life.

Step 2: Explain how the experience produces this insight Douglas had known both near-drowning

and the fear that later restricted his enjoyment of water. Learning to swim and testing himself freed him from that fear. This victory made him appreciate living more fully: death itself had seemed peaceful, whereas fear of death was the real source of terror.

Step 3: Conclusion The paradox is that experiencing near-death and terrible fear strengthened Douglas' desire to live instead of destroying it. By conquering his fear of water, he understood that fear itself was the great obstacle. His encounter with death thus deepened his appreciation of life and freedom.

Quick Tip to Solve: State the apparent contradiction first, then explain how conquering fear turns it into a deeper truth.

10(iv). What was Franz expected to be prepared with on the day of the last lesson? (The Last Lesson) [2 marks]

Solution:

Concept:

- The question tests recall of Franz's assigned lesson at the beginning of the story.
- His fear of being questioned explains his reluctance to attend school that morning.

Step 1: Identify the assigned topic precisely M. Hamel had announced that he would question the class on participles. Franz was therefore expected to have studied the rules of participles and to be ready to answer questions about them. The required answer is this particular grammar topic, rather than French lessons in general.

Step 2: Support the answer with Franz's response Franz admits that he did not know the first word about participles. Already late, he feared a scolding and was tempted to spend the day outdoors. When called upon during the lesson, he became confused and could not answer, which confirmed his lack of preparation.

Step 3: Conclusion Franz was expected to prepare the rules of participles because M. Hamel had announced that he would question the class on them. Franz had not learnt the lesson and knew nothing about the topic. This lack of preparation made him afraid of being scolded.

Quick Tip to Solve: Name participles explicitly; do not replace the precise grammar topic with the broad phrase French homework.

10(v). Describe the tigers embroidered by aunt Jennifer on the panel. (Aunt Jennifer's Tigers) [2 marks]

Solution:

Concept:

- The question tests visual description of the tigers and their symbolic qualities.
- The poem contrasts the tigers' fearless freedom with Aunt Jennifer's constrained life.

Step 1: Describe their appearance and setting Aunt Jennifer's tigers are bright topaz creatures, suggesting a vivid golden-yellow colour. They prance across a screen against a world of green. These details make the embroidered animals appear lively and magnificent rather than still or lifeless.

Step 2: Describe their movement and attitude The tigers do not fear the men beneath the tree. Their movement has sleekness and chivalric certainty: they are graceful, assured and bold. Their confidence expresses the freedom and strength that Aunt Jennifer herself lacks, but the description should remain centred on the tigers on her panel.

Step 3: Conclusion Aunt Jennifer's tigers are bright, topaz-coloured creatures prancing across a green world on the embroidered panel. Sleek and graceful, they move with chivalric certainty. They are fearless of the men beneath the tree and embody boldness, confidence and freedom, contrasting with their creator's oppression.

Quick Tip to Solve: Build the description from colour, movement and fearlessness, using topaz and chivalric certainty as textual anchors.

10(vi). Edla insisted on letting the stranger stay for Christmas despite knowing he could be a thief. Comment. (The Rattrap) [2 marks]

Solution:

Concept:

- The question tests Edla's compassionate response to the stranger after his identity is exposed.
- Her hospitality grants dignity to a vulnerable person instead of making kindness depend on social status.

Step 1: Explain why Edla understands his position Edla recognises that the stranger has a harsh life, being chased away and treated with suspicion wherever he goes. The possibility that he is a thief does not erase his need for peace and human kindness. She wishes him to enjoy one day of rest at Christmas.

Step 2: Explain her insistence on keeping the invitation Edla and her father had invited him and promised Christmas cheer, so she feels it would be wrong to drive him away once the mistaken identity is discovered. By honouring the invitation and treating him respectfully, she offers the trust that later encourages him to return the stolen money.

Step 3: Conclusion Edla recognised the stranger's loneliness and insecurity and wanted him to enjoy one peaceful Christmas. Having invited him, she felt they should honour their promise of hospitality despite his questionable past. Her compassionate treatment gave him dignity and helped awaken his conscience, leading to his reform.

Quick Tip to Solve: Connect Edla's insistence to both the promised hospitality and her wish to give the outcast a peaceful Christmas.

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

11(i). What does Bama's decision to excel in academics reveal about her character? (Memories of Childhood - We Too are Human Beings) [2 marks]

Solution:

Concept:

- Bama's response to caste discrimination reveals her determination, self-respect and belief in education.
- A character inference should connect a quality with an action in the chapter, rather than merely list adjectives.

Step 1: Connect the decision with its cause Bama feels anger and pain when she understands the humiliation imposed on her community through untouchability. Her brother Annan advises her that learning and progress can win respect. Her decision therefore responds to injustice with constructive effort.

Step 2: Identify the qualities proved by her action She studies with dedication, stands first in her class and gains friends. These actions demonstrate resilience and discipline: she refuses to accept the inferiority imposed on her by others and works to establish her own worth.

Step 3: Model answer (45 words) Bama's decision reveals determination, self-respect and resilience against caste discrimination. Following Annan's advice, she channels her anger into diligent study, stands first in her class and gains friends. She believes education can secure dignity and respect, showing her willingness to challenge injustice through constructive effort.

Step 4: Conclusion Bama's pursuit of academic excellence expresses her determination to achieve dignity through education.

Quick Tip to Solve: Link determination to Bama's first rank and self-respect to her response to caste humiliation.

11(ii). How did the newspaper 'The World' contribute to Charley's belief in the existence of the third level? (The Third Level) [2 marks]

Solution:

Concept:

- The story uses historical details to make Charley's unusual experience seem convincing to him.
- The question asks how an object strengthens a character's belief, so the answer must connect the newspaper's details with his interpretation.

Step 1: Identify the newspaper evidence Charley notices a copy of The World, a newspaper that is no longer published in his own time. Its lead story concerns President Cleveland. He later checks the front page in the Public Library files and finds the date June 11, 1894.

Step 2: Explain the effect on Charley's belief The newspaper supplies a definite historical date that agrees with the old-fashioned appearance of the station. Charley treats this detail as evidence that he has reached the past through the third level. The answer should describe his conviction without

claiming that the story objectively proves time travel.

Step 3: Model answer (48 words) Charley saw The World, a newspaper no longer published, with a lead story about President Cleveland. Later, he checked its front page in the library files and found the date June 11, 1894. This historical detail strengthened his belief that the third level genuinely led to the past.

Step 4: Conclusion The dated newspaper gives Charley historical evidence that reinforces his belief in the third level.

Quick Tip to Solve: Include the newspaper's date and explain why it convinces Charley that he has reached the past.

11(iii). Evaluate the role of the court astrologer in shaping the trajectory of the Tiger King's life. (The Tiger King) [2 marks]

Solution:

Concept:

- The astrologer's prediction sets the plot in motion and exposes the king's fear, pride and desire to control fate.
- Evaluation requires the prediction's effect on the king's choices and the irony of the eventual outcome.

Step 1: Trace the prediction's influence The astrologer predicts that a tiger will cause the prince's death. As an adult, the king turns this warning into a mission to kill tigers. His obsession shapes state policy and even his marriage, because he chooses a royal family whose territory contains many tigers.

Step 2: Assess the ironic outcome The astrologer also warns the king to beware of the hundredth tiger. The king believes that killing tigers will defeat the prophecy, yet a sliver from a wooden toy tiger causes the infection that kills him. The astrologer's role is therefore a catalyst: the king's own fearful and arrogant response drives his destructive course.

Step 3: Model answer (48 words) The court astrologer's prediction that a tiger would kill the king turned his life into an obsessive attempt to defeat fate. It shaped his hunting, marriage and governance. Ironically, a wooden tiger caused his death, exposing the futility of his arrogance and the destructive power of superstitious fear.

Step 4: Conclusion The astrologer's prophecy directs the king's obsessive choices and prepares the story's ironic ending.

Quick Tip to Solve: Evaluate both the prophecy's practical influence and the irony of death through a wooden tiger.

12(a). Sophie in 'Going Places' and Mukesh in 'Lost Spring' aspire for a better life yet external forces shape their realities and opportunities. Discuss. [5 marks]

Solution:

Concept:

- Both texts explore young people's aspirations within economic and social conditions that restrict their choices.
- A comparison should establish the shared desire for change while distinguishing Sophie's escapist fantasies from Mukesh's practical ambition.

Step 1: Explain Sophie's aspirations and circumstances Sophie imagines owning a boutique and becoming an actress or fashion designer. Her family's working-class circumstances limit access to the money and training such careers would require. Jansie expects both girls to work in the biscuit factory, while Sophie's father dismisses her extravagant claims. Sophie's imagined relationship with Danny Casey further illustrates her retreat into fantasy when ordinary life disappoints her.

Step 2: Explain Mukesh's ambition and barriers Mukesh wants to become a motor mechanic, breaking away from his family's inherited occupation of bangle-making in Firozabad. Poverty, caste expectations and the exploitation of workers by middlemen, moneylenders and powerful authorities restrict his opportunities. Nevertheless, his willingness to walk to a distant garage to learn gives his ambition a practical direction.

Step 3: Develop the comparison Both characters wish to escape a future largely decided by birth and class. Their difference lies in their response: Sophie largely imagines glamorous alternatives, whereas Mukesh identifies a trade and a possible first step. The texts do not guarantee that either will succeed; they show that aspiration alone cannot erase external disadvantages.

Step 4: Model answer (133 words) Sophie and Mukesh desire lives beyond the limitations of their surroundings, but social and economic forces restrict their opportunities. Sophie dreams of owning a boutique or becoming an actress or fashion designer. Her working-class family's limited means and Jansie's expectation of biscuit-factory work expose the distance between fantasy and reality. Her father's disbelief further discourages her dreams, while her imagined association with Danny Casey offers emotional escape.

Mukesh, born into Firozabad's bangle-making community, wants to become a motor mechanic. Poverty, caste-bound expectations and exploitation by middlemen and authorities obstruct his freedom. Yet his willingness to walk to a distant garage to learn suggests practical determination. Unlike Sophie's glamorous fantasies, his ambition has a concrete direction. Both texts show how inherited circumstances constrain aspiration, although Mukesh's resolve offers a stronger possibility of challenging them.

Step 5: Conclusion Both seek a better future within restrictive circumstances; Sophie turns largely to fantasy, while Mukesh shows practical resolve to change his occupation.

Quick Tip to Solve: Pair one external barrier with one ambition for each character, then contrast fantasy with practical action.

OR

12(b). How is the transient nature of beauty and life portrayed in the poems 'My Mother at Sixty Six' and 'A Thing of Beauty'? [5 marks]

Solution:

Concept:

- Comparative literary analysis connects the two poems through mortality, beauty and the human response to suffering.
- Kamala Das uses images of ageing and youthful vitality; John Keats presents beauty's enduring power to console despite the transience of individual lives.

Step 1: Identify the contrast in each poem In Das's poem, the mother's pale, ageing face suggests approaching death, while the young trees and children outside convey energy. The daughter's smile conceals her fear of separation. In Keats's poem, despondence and suffering threaten happiness, but natural beauty continually renews hope. Do not claim that Keats regards beauty's effect as temporary: he explicitly calls it a joy for ever.

Step 2: Develop a balanced comparison Use the mother's comparison with a late winter's moon as evidence of physical decline. Then connect Keats's sun, moon, trees and streams with lasting consolation. Distinguish the passing of an individual life from the enduring emotional and spiritual value of beauty. This distinction answers the common theme without making the poets express identical views.

Step 3: Write the model answer Kamala Das and John Keats explore human vulnerability through contrasting treatments of beauty and life. In 'My Mother at Sixty-six', the mother's ashen face, compared to a corpse and later to a late winter's moon, conveys ageing and approaching death. The young trees and merry children contrast life's freshness with her fading vitality. The daughter's recurring childhood fear reveals the pain of inevitable separation; her smile masks anxiety rather than overcoming mortality.

In 'A Thing of Beauty', Keats acknowledges despondence, disappointment and the suffering of human existence. However, beauty offers enduring consolation: its loveliness increases and never passes into nothingness. The sun, moon, trees and clear streams remove the pall from our spirits. Thus, Das emphasises life's fragility and the fear of loss, while Keats presents beauty's lasting influence as a source of hope amid transient human lives.

Step 4: Conclusion Das portrays the decline of physical life and the anguish of separation; Keats presents beauty's enduring joy as an answer to the sorrow and impermanence of human existence.

Quick Tip to Solve: Pair the late winter's moon with Keats's enduring joy: distinguish fading physical vitality from beauty's lasting consolation.

13(a). Examine how the presence of school students on the expedition contribute to the message of environmental responsibility and hope. (Journey to the End of the Earth) [5 marks]

Solution:

Concept:

- Tishani Doshi links experiential learning in Antarctica with awareness of human responsibility for the planet.
- Students on Ice represents hope because young people can understand environmental interdependence before becoming future decision-makers.

Step 1: Explain why students are central to the expedition Geoff Green's programme gives young people an opportunity to encounter the planet's vulnerability directly. Students are still developing their understanding and can turn what they witness into responsible choices. Their presence therefore connects the immediate experience of Antarctica with the future of environmental protection, rather than treating the expedition merely as adventurous travel.

Step 2: Support the argument with the Antarctic ecosystem Antarctica's relatively simple ecosystem makes the consequences of environmental disturbance easier to understand. The chapter's discussion of phytoplankton shows that tiny organisms sustain the food chain and influence the carbon cycle. Small changes can therefore have large consequences. Link this concrete lesson with students' capacity to recognise the effects of human activity and influence the choices of their generation.

Step 3: Write the model answer In 'Journey to the End of the Earth', the presence of school students turns the Antarctic expedition into an investment in the planet's future. Geoff Green's Students on Ice programme introduces young people to environmental realities while they are still receptive to learning and change. Witnessing Antarctica's immense ice and fragile ecosystem makes climate concerns immediate rather than abstract. Students learn that even microscopic phytoplankton sustain major ecological processes, so apparently small disturbances can have far-reaching consequences. This understanding encourages responsibility for human actions and respect for nature's interdependence. Since these students will become future decision-makers, their awareness offers hope that environmental damage can be challenged through informed choices. The expedition thus joins knowledge with emotional involvement: experiencing the threatened natural world can inspire a generation to protect it. Hope rests on young people's capacity to act before further harm occurs.

Step 4: Conclusion The students embody environmental hope because direct experience can turn ecological understanding into responsible decisions that shape the planet's future.

Quick Tip to Solve: Connect Students on Ice, the lesson of phytoplankton and future decision-making to show how firsthand learning creates responsibility and hope.

OR

13(b). How does Pearl S. Buck explore the theme of humanitarianism versus patriotism in the lesson 'The Enemy'? Support your answer with evidence from the text. [5 marks]

Solution:

Concept:

- Pearl S. Buck's 'The Enemy' explores the conflict between wartime national loyalty and the universal duty to preserve human life.
- A thematic answer connects Sadao's decisions to particular episodes, showing how professional responsibility and compassion overcome hostility without pretending that his national loyalties disappear.

Step 1: Identify the competing duties Sadao is a Japanese surgeon during a war with America. The wounded man on the shore is an American prisoner of war, so sheltering him exposes Sadao and Hana to accusations of disloyalty. Yet returning him to the sea would mean abandoning an injured human being. Explain this dilemma before discussing the operation: the significance of Sadao's choice lies in the real personal and political risks involved.

Step 2: Select evidence of compassion and conflict Sadao removes the bullet and nurses the prisoner back to health; Hana helps despite her fear and the servants' disapproval. Sadao subsequently tells the General about the man, showing that his loyalty to Japan still troubles him. The General promises secret assassins but forgets because he is preoccupied with his own health. Sadao finally supplies a boat and provisions so that the American can escape. Link these episodes to moral responsibility rather than merely retelling the plot.

Step 3: Write the model answer in 120-150 words In 'The Enemy', Pearl S. Buck explores the conflict between loyalty to one's country and responsibility towards another human being. Dr Sadao, a Japanese surgeon, finds a wounded American prisoner during wartime. Although sheltering an enemy risks being regarded as treason, his medical duty prevents him from abandoning the man. He operates on him, while Hana helps despite her fear and the servants' opposition. Sadao's decision to inform the General shows that patriotic obligations continue to trouble him. However, the General's promise to send assassins remains unfulfilled because he is absorbed in his own illness. Eventually, Sadao provides the prisoner with a boat, food and instructions for escape. Through these choices, Buck shows compassion overcoming national prejudice. Sadao does not cease to be Japanese; he recognises that saving a vulnerable person's life is a moral obligation beyond political boundaries.

Step 4: Conclusion Buck presents Sadao's rescue, treatment and release of the American as evidence that humanitarian duty can prevail over the hostility created by war, even while national loyalty remains a powerful inner conflict.

Quick Tip to Solve: Organise this answer around three decisions: operating on the prisoner, reporting him to the General, and enabling his escape. Explain the moral significance of each.