CBSE EXAMINATION PAPER-2026

ENGLISH

(Solved)

Time allowed : 3 hours | Maximum Marks : 74

General Instructions :

Read the following instructions carefully and follow them :

i. This question paper contains **29 questions.** All questions are **compulsory.**

ii. This question paper is divided into **10 sections.**

iii. **Section A** – questions number **1 to 2** are unseen passage

iv. **Section B** – questions number **3 to 8** are case based questions

v. **Section C** – questions number **9 to 17** are short answer

vi. **Section D** – questions number **18 to 19** are notice

vii. **Section E** – questions number **20 to 21** are formal invitation

viii. **Section F** – questions number **22 to 25** are long answer

ix. **Section G** – questions number **26 to 26** are letter

x. **Section H** – questions number **27 to 27** are job application

xi. **Section I** – questions number **28 to 28** are article

xii. **Section J** – questions number **29 to 29** are report

xiii. There is no overall choice given in the question paper. However, an internal choice has been provided in few questions.

xiv. Use of calculator is NOT allowed.

Section A

Question 1.

Read the following passage carefully :

(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 :

(1) According to Jonathan, what was the secret of living a long life ? (para-1)

[1 Marks]

Answer: According to Jonathan, the secret of living a long life was to remove boredom, fear and anger from the mind. When these negative feelings were gone, one could live a long and fine life. This is mentioned clearly in the first paragraph of the passage.

Key Points: Boredom, fear and anger cause a short life - Removing these leads to a long life - Importance of positive thoughts

(2) How did Jonathan’s unconventional passion for flying lead to his exclusion from the flock ? (para-2)

[2 Marks]

Answer: Jonathan's unconventional passion for flying, where he practiced flying for the joy of flight itself and not for food like other gulls, made the flock laugh at and scorn him. They considered his behaviour as nonsense and rejected his way of flying, which was different from their tradition. Because he chose to fly higher and faster and to find a deeper meaning in flying, the flock excluded him for defying their norms.

Key Points: Jonathan flew for joy not food - Others laughed and scorned him - He was excluded for defying tradition

(3)

Read and complete the following sentence suitably :

‘Break the chains of your thought and you break the chains of your body’, suggests : (para-3)

Choose the correct response from the two options to complete the sentence :

(A) freedom is achieved through physical strength.

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

[1 Marks]

Answer: The sentence ‘Break the chains of your thought and you break the chains of your body’ means that true freedom comes from freeing your mind. As Jonathan Seagull learnt, when he freed his thoughts from fear and anger, his body and life also became free. So, option (B) mental liberation is the key to true freedom is correct. This shows that freeing one’s mind leads to breaking physical and mental limits alike as seen in paragraph 3 of the passage.

Key Points: Focus on mental freedom - Jonathan’s example of breaking thoughts - Mental liberation leads to true freedom

(4)

What do the two radiant gulls who approached Jonathan, most likely represent ? (para-4)

(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.

[1 Marks]

Answer: Answer : The two radiant gulls most likely represent spiritual guides who lead Jonathan to a higher plane. In paragraph 4, they say 'You're ready to come with us' and speak about a 'higher level of being', showing they guide him to learn more about flying and being beyond the ordinary gulls. They help him grow spiritually and understand freedom and higher knowledge.

Key Points: Two gulls represent spiritual guides - They lead Jonathan to a higher level of being - They help Jonathan grow beyond ordinary life

(5)

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 Marks]

Answer: It was ironical that Jonathan Seagull's exile did not mean isolation but **a new beginning where he found peace and freedom to explore and improve his flying skills**. In paragraph 3, it is mentioned that though the flock cast him out, he discovered that exile was not the end but a beginning and he found peace and the sky while he was alone.

Key Points: Exile was not the end but a beginning - Jonathan found peace and freedom in exile - He improved his flying skills in solitude

(6) 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 ? (para-5)

[1 Marks]

Answer: Chiang's statement means that the only important rule or law is one that brings freedom and helps one to be truly free.
It means freedom is the highest law that guides us, and without it there can be no true law.
This is shown in the passage where gulls fly to understand and explore without fear or fighting.
So, "the only true law" refers to the law that leads to freedom and breaks all chains of fear and limitations.

> **Key Points: 'the only true law' means the law that leads to freedom - Freedom is the highest and most important rule - It guides gulls to live without fear and explore limitlessly**

(7)

Provide one textual evidence with reference to paragraph 4 to prove the following :

You are ready to come with us.

[1 Marks]

Answer: Answer : In paragraph 4, the two radiant gulls say to Jonathan, 'We've been watching you. You're ready to come with us.' This shows that they believed Jonathan had learned enough and was prepared to move on to a higher level of being as a gull.

> **Key Points: Two radiant gulls joined Jonathan - They said "You're ready to come with us" - Indicates Jonathan had learned and was ready for the next stage**

(8)

Complete the analogy with ONE word from paragraph 6 : free : bound dropped : _____

(A) soared

(B) learned

(C) measured

(D) break

[1 Marks]

Answer: The correct word to complete the analogy is **soared**, as used in paragraph 6. It means free is opposite of bound, just like dropped is opposite of soared. Jonathan was no longer bound by rules and he soared freely through the skies, showing freedom and courage. So, the answer is (A) soared.

Key Points: Analogy - free is opposite of bound - dropped opposite of soared - from paragraph 6 - Jonathan soared freely after breaking free from rules

(9)

Select the option that best explains Jonathan's transformation after meeting Chiang.

(A) becomes more aggressive and fearless

(B) forgets that 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.

[1 Marks]

Answer: The correct answer is (D). After meeting Chiang, Jonathan internalises the idea of true freedom and begins to share his wisdom with other gulls. He teaches them the freedom of thought and the right to learn and be free, going beyond just flight skills, as described in the passage in paragraph 6.

Key Points: Jonathan meets Chiang - Learns about true freedom - Shares wisdom with others

(10) In what way did Jonathan's journey challenge traditional beliefs ? Give an example.

[2 Marks]

Answer:

Jonathan's journey challenged traditional beliefs by choosing to fly not for food but for the joy of flying itself. The other gulls laughed at him for this, as they followed the usual way of living just for survival. Jonathan flew higher and faster than any gull before him by thinking differently. He also broke the flocks rules and was cast out, showing he did not accept old customs blindly. This is seen in the passage when it says, ?The flock cast him out for defying tradition?.

Example: He isolated himself to master loops and dives.

Key Points: Challenged tradition by flying for joy not food - Defied flock?s rules and was cast out - Flew higher and faster by thinking differently

Question 2.

Read the following passage carefully :

(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.

(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 :

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

(1)

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

(A) use of statistics and emotional appeal.

(B) humour and satire

(C) technical jargon and neutrality

(D) personal anecdotes and optimism

[1 Marks]

Answer: The author uses statistics and emotional appeal in paragraph (1) to show the seriousness of road accidents.
The passage gives numbers like 4.8 lakh accidents and 1.72 lakh deaths to show the scale.
It also talks about lives lost and families affected to create emotional impact.

Key Points: use of statistics - emotional appeal - highlighting lives lost

(2)

What evidence from the passage suggests that stricter school zone measures were effective ?

(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.

[1 Marks]

Answer: Answer: According to the passage, stricter school zone safety measures like speed bumps and zebra crossings led to a 30% drop in minor accidents near schools within a year. This shows that these measures were effective in reducing accidents and improving safety around school zones.

Key Points: 30% drop in minor accidents - stricter safety measures introduced - improvement near schools

(3)

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 :

(A) primary purpose

(B) secondary objective

(C) method of analysis

(D) research outcome

[1 Marks]

Answer: The campaign called 'Ride Right' launched by students to promote helmet use among two-wheeler riders is a **secondary objective** as it supports the main aim of improving road safety by raising awareness and encouraging safe practices among riders, as mentioned in the passage.

Key Points: Students campaign - Ride Right - Promote helmet use - Secondary objective - Awareness creation

(4) Give two points to support the success of the No Helmet – No Selfie Challenge.

[2 Marks]

Answer: Answer: The No Helmet – No Selfie Challenge was successful because it went viral and encouraged over 2000 riders to pledge wearing helmets daily. Also, the campaign was led by students who held roadshows and handed out stickers, making it a youth-led effort that inspired other schools and gained support from the municipal body, showing its wide impact.

Key Points: More than 2000 riders pledged to wear helmets daily - Campaign went viral through the No Helmet, No Selfie challenge - Youth-led effort invited by municipal body to speak in other schools

(5)

Analyze why does the author emphasise that both technology and personal responsibility are important in promoting road safety.

[2 Marks]

Answer: The author emphasises that technology helps reduce accidents by improving monitoring and rule enforcement, as seen in AI cameras and GPS alerts. However, personal responsibility is equally essential because safe choices by individuals, like wearing helmets and following signals, set good examples and prevent accidents. Combining both leads to better road safety, as mentioned in the passage with slogans like 'I follow, I influence.'

Key Points: Technology improves monitoring and enforcement - Personal responsibility prevents accidents - Combination of both enhances road safety

(6)

Which word from paragraph 4 best conveys the idea of ‘ensuring compliance through authoritative measures’ especially in the context of traffic systems ?

(A) collection

(B) enforcement

(C) monitoring

(D) automation

[1 Marks]

Answer: Answer: The word from paragraph 4 that best conveys the idea of 'ensuring compliance through authoritative measures' is **enforcement**. It refers to the act of making sure traffic rules are followed, as shown by the 40% rise in fine collection indicating better rule enforcement through AI and digital systems.
Reference: Paragraph 4 mentions 'showing improved rule enforcement' which means ensuring people comply with traffic laws.

Key Points: enforcement means ensuring compliance - mentioned in paragraph 4 - connected with improved rule enforcement and fine collection

(7) Complete the following with a suitable reason : Road safety is about personal responsibility because _____.

[1 Marks]

Answer: Road safety is about personal responsibility because every individual's right choice, like wearing a helmet or following traffic signals, helps prevent accidents and saves lives. The passage shows that personal actions greatly influence road safety, as reflected in slogans like 'I follow, I influence.'

Key Points: Personal responsibility is key - Individual actions prevent accidents - 'I follow, I influence' slogan shows impact

(8)

Which of the following inferences is best supported by the data in the table ?

(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.

[1 Marks]

Answer: Answer : The passage highlights that wearing helmets, fastening seatbelts and following speed limits are important precautions to prevent road deaths. It also mentions that technology and awareness, especially near schools, helped reduce accidents. Therefore, option (B) is best supported because speeding is identified as a key issue, with both technological tools like AI and behavioural changes needed for safety.

Key Points: Speeding is a key issue - Technological and behavioural interventions help - Wearing helmets and seat belts important

Section B

Question 3.

Read the following extracts and answer the questions:

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)

(1)

What does the phrase ‘an exotic moment’ in the extract signify ?

(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

[1 Marks]

Answer: The phrase 'an exotic moment' signifies a special pause without hurry or engines, allowing people to be together and reflect on their actions peacefully, as seen in the lines 'without rush, without engines' and 'we would all be together'. This shows a moment of calm and unity.

Key Points: pause without rush - unity among people - reflection on actions

(2)

Complete the following sentence suitably :

The words ‘we’ and ‘together’ signify _____.

[1 Marks]

Answer: The words 'we' and 'together' signify unity and harmony among all people and nature as depicted in the extract from 'Keeping Quiet'. It means that everyone, including fishermen and the man gathering salt, come together peacefully without harm or rush, sharing a moment of understanding and quietness.

Key Points: unity and harmony - peaceful coexistence - coming together as one

(3)

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 Marks]

Answer: The poet glorifies the moment 'without rush, without engines' as an ideal time when people live peacefully and thoughtfully. The poem shows a peaceful world where fishermen do not harm whales and people notice small pains, reflecting calm and unity as mentioned in the extract.

Key Points: poet glorifies the calm moment - peaceful coexistence shown by fishermen and man gathering salt - emphasizes unity and thoughtfulness during quiet moments

(4)

Choose the correct option that BEST reflects the tone of the poet in the given extract :

(A) despairing and cynical

(B) aggressive and accusatory

(C) meditative and hopeful

(D) humorous and sarcastic

[1 Marks]

Answer: The tone of the poet in the given extract is meditative and hopeful. The poet asks for a moment of quiet and peace where everyone is together and nature is unharmed, showing hope for harmony and calmness.

Key Points: tone is meditative - tone is hopeful - poet shows desire for peace and harmony

(5)

Complete the sentence :

The phrase ‘hurt hands’ is a symbol of _____.

[1 Marks]

Answer: The phrase 'hurt hands' symbolizes the pain and suffering caused by human activity. In the poem, it shows the man gathering salt reflecting on the damage his work has caused, representing the physical and emotional toll of harming nature. It highlights the need to pause and reconsider our actions to prevent further harm.

Key Points: symbol of pain and suffering - reflection on harm caused by human activity - need for pause and awareness

(6) What message is the poet conveying through the given extract ?

[1 Marks]

Answer: The poet conveys that if we remain quiet and stop all activities for a while, there will be peace and harmony in nature and among people. Everyone will be connected in a moment of calmness where fishermen will not harm whales and people will notice small things like the man's hurt hands, showing kindness and awareness.

Key Points: importance of silence - harmony with nature - awareness of self and surroundings

Question 4.

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)

(1) What does the speaker imply in the statement ‘The hurt to the scenery wouldn’t be my complaint’

[1 Marks]

Answer:

The speaker means that the damage caused to the natural beauty of the countryside is not his main concern.
Instead, he feels sad about the unspoken suffering and neglect of the poor people who run the roadside stand.
This shows his deeper worry for human hardship than for the environment.

> **Key Points: Damage to scenery is not main concern - Speaker feels sorrow for unspoken human suffering - Concern is for poor people at roadside stand**

(2)

What emotion does the speaker reveal when he says, ‘if you want to be mean, why keep your money (this crossly) and go along’ ?

(A) curiosity

(B) bitterness

(C) indifference

(D) detachment

[1 Marks]

Answer: The speaker reveals **bitterness** when he says this line. He is upset and annoyed that people have money but choose to be mean by not sharing it, even when he and others make their roadside stand far from the city to ask for help. This bitterness is clear from the words "mean" and "this crossly" in the passage.

> **Key Points: Speaker feels bitterness - Upset that city people keep money to themselves - Speaker asks for money to improve life near roadside stand**

(3)

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 Marks]

Answer: Answer: The word 'expand' here implies an aspiration to grow or improve their life conditions and experience better opportunities beyond their current limitations, as suggested by the roadside stand asking for city money to feel in hand, hoping to get the benefits that the city offers.

Key Points: The word 'expand' means to grow or improve - It reflects desire for better life and opportunities - Shows hope for change beyond limitations

(4)

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'. (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.

[1 Marks]

Answer: Answer: (C) Assertion (A) is true, but the Reason (R) is false.
The speaker criticizes the ruling party for denying opportunities to the rural poor, as seen in the line 'That the party in power is said to be keeping from us'.
However, the extract does not praise the government but rather points out the unfulfilled promises, so the Reason (R) is false.

Key Points: Assertion critiques govt for withholding opportunities - Reason does not praise govt but shows unfulfilled promises - Correct option is (C) Assertion true, Reason false

(5)

Which of the following concerns is NOT explored in the extract ?

(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.

[1 Marks]

Answer: The extract explores political manipulation of rural dreams, the disconnection between city and village, and unfulfilled expectations. However, discrimination due to different religious policies is not mentioned anywhere in the extract, so option (B) is not explored.

Key Points: Political manipulation of rural dreams - Transactional disconnection between city and village - Impact of unfulfilled expectations - No mention of religious discrimination

(6)

State in one sentence :

What advice your address to the politicians from this extract is most likely to include ?

[1 Marks]

Answer: Answer: The advice to politicians is to provide financial support to rural people living far from the city, so they can improve their lives instead of ignoring their poverty and needs as shown by the plea for "city money" at the roadside stand.
This will help fulfill the hopes and promises that the government is said to be keeping from them.

Key Points: Politicians should provide financial aid to rural people - The roadside stand represents the plea for help - Government should fulfill promises to improve rural lives

Question 5.

Read the following extracts and answer the questions :

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)

(1) Complete the following suitably "Then I lost my spirit", indicates that the speaker _____.

[1 Marks]

Answer:

"Then I lost my spirit" indicates that the speaker felt completely hopeless and broken after the painful experience of having her thick braid cut off and being separated from her mother. She felt despirited because of the harsh treatment and loneliness, as described in the passage where she was subjected to indignities and no one comforted her.
This shows her deep emotional pain and loss of courage.

Key Points: Speaker felt hopeless and broken - Pain of braid being cut off - Separation from mother causing sadness

(2) What does Zit Kala-Sa imply about the prejudice prevailing in society when she talks of having 'suffered extreme indignities' ?

[1 Marks]

Answer: Zit Kala-Sa implies that society was unfair and prejudiced towards her. She faced insults and disrespect, like being stared at and treated like a puppet. The cutting of her long braid shows disrespect towards her culture. These actions hurt her deeply and made her feel powerless and lonely.

Key Points: Society's unfair treatment - Being stared at and insulted - Disrespect to cultural identity represented by cutting hair

(3) Why did Zit Kala-Sa yearn to be with her mother in her moment of anguish ?

[1 Marks]

Answer:

Zit Kala-Sa yearned to be with her mother in her moment of anguish because she felt extreme pain and loneliness after being taken away. She suffered indignities like being stared at and treated harshly, and missed her mother's comforting presence as no one else comforted her, making her feel helpless and abandoned, as described in the passage.

Key Points: Suffered extreme indignities - Missed mother's comfort - Felt lonely and helpless

(4)

The tone of the narrator in the extract can be best described as

(A) bitter and strong willed

(B) detached and impersonal

(C) pained and despairing

(D) grateful and reflective

[1 Marks]

Answer:

The tone of the narrator in the extract is **pained and despairing** because the narrator feels sorrow and helplessness after being taken away from the mother and suffering indignities like having the hair cut. The sadness is clear when the narrator says "Then I lost my spirit" and moans for the mother in anguish.

Key Points: tone expressed sadness - narrator feels despair - lost spirit after suffering indignities

Question 6.

Read the following extracts and answer the questions:

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)

(1)

Complete the following suitably :

According to Derry, the people put up a pretence when they see him because _____.

[1 Marks]

Answer: According to Derry, people put up a pretence when they see him because they are afraid of his face and appearance. They try to hide their fear by pretending, but deep down, they are scared. This is clear from the dialogue where Derry says, 'It doesn’t matter who they are or what they say, or how they look. How they pretend. I know. I can see.'

Key Points: People are afraid of Derry's appearance - They put up a pretence to hide their fear - Derry understands this pretence and fear

(2)

Which emotion dominates Derry's dialogue in this extract ?

(A) superiority

(B) shrewdness

(C) vulnerability

(D) indifference

[1 Marks]

Answer: The dominant emotion in Derry's dialogue is **vulnerability**. He expresses how people are afraid of him because of his appearance and how even he is afraid of himself when he looks in the mirror. This shows his inner fear and sensitivity as seen in the passage where he says 'When I look in the mirror, and see it, I'm afraid of me.'

Key Points: Derry feels afraid of himself - People are afraid of Derry because of his looks - The emotion of vulnerability is clearly reflected in the dialogue

(3)

Complete the following suitably :

When Mr. Lamb says, 'No, not the whole of you. Not of you.' He means _____.

(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.

[1 Marks]

Answer: When Mr. Lamb says, 'No, not the whole of you. Not of you.' he means that Derry is not just his face or his injury. His inner self and worth are more important, as seen in the conversation where Derry shows fear of how others see him, but Mr. Lamb reassures him that it is not the sum total of who he is.

> **Key Points: Mr. Lamb sees beyond Derry's appearance - Derry fears being judged by his face - Mr. Lamb assures Derry he is more than his injury**

(4)

State in one sentence :

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

[1 Marks]

Answer: Advice to people: They should not be afraid or pretend to look away from Derry's face because his appearance does not define who he is inside, and fear or prejudice only hurts others; everyone deserves kindness and acceptance as Mr. Lamb shows in the passage.

> **Key Points: People should not judge others by their appearance - Fear and prejudice hurt people - Everyone deserves kindness and acceptance**

Question 7.

Read the following extracts and answer the questions:

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)

(1) Why did the make-up room have a look of a hair-cutting salon ?

[1 Marks]

Answer:

The make-up room looked like a hair-cutting salon because there were lights all around half a dozen large mirrors, similar to those in salons. This setup helped the make-up men work under bright incandescent lights to make actors and actresses look suitable for the indoor shoots, often making them look ugly to appear presentable on camera. It was a busy room with a strict hierarchy and people from different nationalities working together, showing national integration from the case passage.

Key Points: Lights around large mirrors - Similar setup as hair-cutting salons - Bright incandescent lights for make-up work

(2)

What does ‘fiery misery of those subjected to make-up’ suggest ?

(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.

[1 Marks]

Answer:

The phrase 'fiery misery of those subjected to make-up' suggests the physical discomfort faced by actors due to the heat from the incandescent lights in the make-up room. The case passage mentions that the lights caused great heat making the actors feel uncomfortable.

Key Points: fiery misery means physical discomfort - caused by heat from incandescent lights - experienced by actors during make-up

(3)

Complete the following suitably :

The tone of the author in the phrase ‘hideous crimson hued monster’ is _____

[1 Marks]

Answer:

The tone of the author in the phrase 'hideous crimson hued monster' is humorous and slightly exaggerated.
He uses this phrase to show how the talented make-up men could transform a normal person into a scary character using pancake and potions. This also adds a light, amusing touch to the description of the make-up process in the studio, as mentioned in the passage.

Key Points: humorous tone - exaggeration in description - light and amusing touch

(4) What does ‘became too big for a studio and left’ imply about the Bengali make-up artist ?

[1 Marks]

Answer:

The phrase 'became too big for the studio and left' implies that the Bengali make-up artist gained a lot of confidence and probably fame, which made him move on from the studio to seek better opportunities. This shows he outgrew the studio and left to advance his career, as stated in the passage.

Key Points: Bengali make-up artist gained confidence - Outgrew the studio - Left to seek better opportunities

(5)

Why was excessive make-up considered a cinematic necessity at Gemini Studios during that era ? (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.

[1 Marks]

Answer:

Excessive make-up was necessary at Gemini Studios because films were mainly shot indoors with incandescent lights, which affected how actors appeared on camera. The make-up helped compensate for the lack of advanced lighting and camera technology to make actors look presentable on screen, as mentioned in the passage.

Key Points: Films mainly shot indoors - Use of incandescent lights - Make-up compensated for lighting and camera limitations

(6)

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 Marks]

Answer:

The author refers to the presence of people from different regions in the make-up department to show that there was great national integration even before it was promoted through media like A.I.R. and Doordarshan. This diversity among the make-up men highlights unity among different cultures and regions in India at that time, as mentioned in the passage.

Key Points: presence of people from different regions - shows national integration - before A.I.R. and Doordarshan programs

Question 8.

Read the following extracts and answer the questions:

'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)

(1)

What does the speaker mean when he says ‘The whole world is nothing but a big rattrap’ ?

(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.

[1 Marks]

Answer:

The speaker means that the whole world is like a big rattrap where good things are just temptations (cheese rinds and bits of pork) set to trap people and lead them into trouble. This shows that the world offers pleasures as bait which can trap a person if they get tempted, as explained in the passage.

Key Points: The world is like a rattrap - Good things are temptations (cheese rinds and pork) - Temptations lead to trouble

(2)

What does the following phrase from the extract showcase : ‘Cheese rinds’.

(A) temptation

(B) affirmation

(C) gluttony

(D) deprivation

[1 Marks]

Answer: The phrase 'cheese rinds' shows **temptation** because it represents the attractive bait set in the rattrap to lure people into trouble, as explained in the case where good things are described as cheese rinds and bits of pork to trap a poor fellow.

Key Points: cheese rinds symbolize temptation - bait set in the rattrap - lure leading to trouble

(3)

What does the following line from the extract showcase about the ironmaster's nature ?

'Perhaps, we should let the sheriff alone on Christmas Eve.'

(A) materialistic

(B) understanding

(C) conniving

(D) enterprising

[1 Marks]

Answer: The line 'Perhaps, we should let the sheriff alone on Christmas Eve' shows that the ironmaster is understanding and kindhearted. He respects the festive spirit of Christmas and shows mercy by suggesting to spare the sheriff that day. This reveals his compassionate nature in the situation, as mentioned in the case where he laughs and agrees to show leniency.

Key Points: Shows compassion - Respects festive spirit - Kind and understanding nature

(4)

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 Marks]

Answer: By calling himself a 'poor fellow', the speaker emphasises his **vulnerability**. He shows that he is weak and can be easily trapped as the world offers tempting things like cheese and pork to lure such poor fellows into trouble, as mentioned in the passage.

Key Points: Speaker calls himself poor fellow - Emphasises vulnerability - Shows he is easily trapped by temptations

(5)

Complete the following with a suitable reason :

In the extract, it is implied that the speaker would be locked up because _____.

[1 Marks]

Answer:

The speaker implies that he would be locked up because accepting the good things offered is like falling into a trap, as these are just temptations (cheese rinds and bits of pork) meant to drag a poor fellow into trouble, which could lead to his arrest as mentioned in the extract.
This shows that the world has traps set for people through tempting offers that eventually cause problems or punishment.

> **Key Points: World is like a rattrap - Good things are traps set to cause trouble - Accepting these leads to getting caught or locked up**

(6) What does the speaker imply through his warning to the ironmaster ?

[1 Marks]

Answer:

The speaker implies that the world is like a big rattrap where attractive things are traps that lead to trouble. He warns the ironmaster that if he punishes him now, he might later get trapped himself when tempted by similar offers, showing how everyone is vulnerable to such traps.

> **Key Points: The world is like a rattrap - Good things can be traps - Warning about future consequences for the ironmaster**

Section C

Question 9.

The poem explores the relationship between a mother and daughter. Comment.

(My Mother at sixty six)

[2 Marks]

Answer: Answer:
The poem "My Mother at Sixty-six" by Kamala Das beautifully explores the deep and sensitive relationship between a mother and her child, highlighting themes of love, aging, and fear of loss.

(a) The poem shows the poet's loving concern for her mother, who is growing old and frail. Using vivid images like her mother's "ashen" face and "young eyes" full of pride, the poet expresses both admiration and sadness.

(b) The relationship is portrayed as tender and intimate, reflecting the universal bond between a mother and daughter. The poet's awareness of her mother's aging and her own helplessness creates an emotional atmosphere of vulnerability.

(c) The poem captures a moment of journey and change — the mother is on her way to the airport, symbolizing distance and separation, which metaphorically extends to the inevitable loss that comes with time.

Overall, the poem sensitively and realistically shows the complexities of a mother-daughter relationship shaped by love, concern, and the pain caused by aging and mortality.

> **Key Points: Explores mother-daughter bond - Highlights love and concern - Expresses fear of mother's aging and loss**

Question 10.

What does Umberto Eco mean when he says he is 'a professor who writes novels on Sundays' ? (The Interview)

[2 Marks]

Answer: Umberto Eco means that his primary profession and passion is being a university professor, which involves academic study and teaching. Writing novels is an additional activity he does during his free time, which he refers to as Sundays, symbolizing leisure or personal time. He emphasizes that being a professor defines his identity more than being a novelist, even though he is famous for his novels. Thus, he separates his scholarly work from his literary creation, showing that writing novels is something he does out of pleasure rather than as his main job.

> **Key Points: Umberto Eco sees himself primarily as a university professor - Writing novels is a secondary activity done during leisure time - He distinguishes between his academic identity and his novelist identity**

Question 11.

The British landlords agreed to refund 25% of the money to the sharecroppers in the Champaran dispute. What is the significance of this event ? (Indigo)

[2 Marks]

Answer: The agreement by British landlords to refund 25% of the money to the sharecroppers was significant because it showed that the landlords were forced to recognize the peasants' rights and admit their injustice. This partial refund was less about the amount and more about the fact that the landlords had to surrender part of their money and prestige. It gave the peasants courage and confidence that they had defenders and legal rights. As a result, this event marked a turning point in peasant resistance, and later on many British planters abandoned their estates, ending indigo sharecropping in Champaran.

> **Key Points: Landlords recognized peasants rights - Peasants gained courage and confidence - Event led to end of indigo sharecropping**

Question 12.

How did Douglas' experience at the beach in California affect him ?

(Deep Water)

[2 Marks]

Answer: Douglas' experience at the beach in California had a profound effect on him. At first, he was afraid of the water because he had a terrible fear of drowning. However, the beach experience made him realize that he had to overcome this fear. He was determined to become a swimmer and face his fear bravely. This experience motivated him to practice swimming regularly and build confidence. The fear started to lessen as he learned to swim with the help of an instructor, which finally transformed him from a fearful person to a confident swimmer.

> **Key Points: Douglas was initially fearful of water - The beach experience motivated him to overcome fear - He became determined to learn swimming and gain confidence**

Question 13.

The constraints of Aunt Jennifer's married life leave her terrorised and emotionally scarred. Elaborate. (Aunt Jennifer's Tigers)

[2 Marks]

Answer: Answer: The poem "Aunt Jennifer's Tigers" by Adrienne Rich shows how Aunt Jennifer lives a life full of fear and emotional pain because of her marriage. The "massive weight of Uncle's wedding band" symbolizes the heavy burden and oppression she feels. Her hands are "fluttering through her

wool" because she is weak and fearful, struggling to do her embroidery. This reflects how her marriage restricts her freedom and creativity. Aunt Jennifer's tigers, which are bold and free, contrast with her own scared and suppressed self. The tigers symbolize strength, courage, and freedom, qualities that Aunt Jennifer wishes for but cannot express in her life. The poem highlights the emotional scars and terror caused by patriarchal control and the constraints placed on women in marriage, making Aunt Jennifer a symbol of many women who suffer silently.

Key Points: massive weight of wedding band symbolizes oppression - Aunt Jennifer's weak hands show fear and emotional pain - Tigers symbolize freedom and strength absent in her life - Marriage restricts Aunt Jennifer's freedom - Emotional scars from patriarchal control

Question 14.

“Will they make them sing in German, even the pigeons ?” What does Franz’s remark suggest about the imposition of German in school in Aloace ?

(Last Lesson)

[2 Marks]

Answer: Franz's remark, “Will they make them sing in German, even the pigeons?” shows his anxiety and sadness about the strict imposition of German in schools of Alsace. (a) It suggests that the German language will be forced upon everyone, even in the smallest details of life, like the pigeons cooing. (b) This reflects the loss of freedom and the cultural domination the French-speaking people will face under German rule. (c) Franz feels that the identity and heritage of Alsace are at risk as their language and customs are being suppressed by German orders.

Key Points: Franz's anxiety about German imposition - German forced in schools and daily life - Loss of cultural identity and language in Alsace

Question 15.

What does Bama’s decision to excel in academics reveal about her character ? (Memories of Childhood – We Too are Human Beings)

[2 Marks]

Answer:

Bama's decision to excel in academics reveals her strong determination and courage to overcome social discrimination. Despite facing the challenges of untouchability and caste-based discrimination, she did not give up on her education. This shows her resilience and belief in the power of knowledge to change her life and society. It also reflects her hope and ambition to rise above the limitations imposed on her by society and fight for equality and dignity.

Key Points: determination to overcome discrimination - resilience in the face of challenges - belief in education as a tool for change

Question 16.

How did the newspaper ‘The World’ contribute to Charley’s belief in the existence of the third level ? (The Third Level)

[2 Marks]

Answer: The newspaper ‘The World’ played an important role in strengthening Charley’s belief in the third level. Charley was initially doubtful about the existence of a mysterious third level at Grand Central Station. However, when he read a particular article in ‘The World’ that mentioned the third level, it made him think that it was a real place. The article described events and details that matched what he had heard from his friend Sam about the third level. This gave Charley hope and confidence that the third level was not just imagination but a real place, possibly a way to escape from present complications. Hence, the newspaper served as a proof and encouragement for Charley to believe in and explore the third level further.

Key Points: The World newspaper mentioned the third level - The article matched Charley’s friend’s description - It gave Charley proof and encouraged belief in the third level

Question 17.

Evaluate the role of the court astrologer in shaping the trajectory of the Tiger King’s life. (The Tiger King)

[2 Marks]

Answer: The court astrologer played a significant role in shaping the life of the Tiger King. When the Tiger King was born, the astrologers predicted that although he would become a great warrior, hero, and champion, there was a prophecy about his death connected to a tiger. This prophecy affected the King deeply because it foretold that he would one day die due to a tiger. Throughout his life, this prediction influenced his actions and decisions, especially his obsession with killing tigers to avoid the prophecy. Even after he killed ninety-nine tigers, the astrologer's words stayed with him until the very end. The astrologer’s prophecy created a fear and an awareness in the Tiger King that ultimately shaped the course of his life and death, showing the powerful influence astrology had on him and his reign.

Key Points: Astrologer predicted Tiger King would be a great warrior - Prophecy foretold death linked to a tiger - Astrology influenced King’s fear and actions throughout life

Section D

Question 18.

Your school is organising a career counselling session for students of classes XI and XII to help them make informed decisions about their future career choices. As the Head Girl / Head Boy of M.L.C. School, draft a notice informing them about the session. Include all necessary details. You are Riya/Rohan. Put the notice in a box.

[4 Marks]

Answer: M.L.C. SCHOOL
NOTICE
Date: 20/06/2024

All students of classes XI and XII are hereby informed that a Career Counselling Session will be held on 25/06/2024 at 10:00 a.m. in the School Auditorium. The session aims to help students make informed decisions about their future career choices with guidance from expert counsellors.

Students are requested to be present on time and actively participate.

Rohan
Head Boy
M.L.C. School

> **Key Points: Mention the name and date of the notice - Include date, time and venue of the session - State purpose clearly and sign with name and designation**

Question 19.

You are Kavya/Karan Chief Editor of 'Parakh' the school magazine. Draft a notice inviting contributions in the form of articles, stories, poems, artwork etc. for the special annual edition. All contributions are to be submitted to the Chief Editor. Include necessary details. Put your notice in a box.

[4 Marks]

Answer: NOTICE

Parakh, the School Magazine
Date: 10 June 2024

All students are invited to contribute to the special annual edition of 'Parakh'. You can send your articles, stories, poems, artwork and other creative writings. Please submit your contributions to the Chief Editor, Kavya/Karan, by 25 June 2024.

Make sure your work is original and neatly written or typed. This is a great opportunity to showcase your talent and be a part of our school magazine.

For any queries, contact the Chief Editor at the school office.

Kavya/Karan
Chief Editor, ‘Parakh’

Key Points: Clear title of notice - Date of notice - Purpose of notice inviting contributions - Types of contributions welcome - Last date to submit contributions - Name and designation of Chief Editor

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Section E

Question 20.

Draft an invitation to invite the M.L.A. of your Constituency, to be the Chief Guest at a felicitation function to honour eminent residents who have contributed to the upliftment of the colony. Mention one compelling highlight of the programme. You are Satupa/Satish,

President of the Surya Vikas, RWA.

[4 Marks]

Answer: Respected Sir/Madam,

On behalf of Surya Vikas Residents Welfare Association, I, Satish, President of the Association, cordially invite you to be the Chief Guest at our felicitation function to honour eminent residents who have significantly contributed to the upliftment of our colony. The function is scheduled to be held on 15th August 2024 at 5 PM in the Community Hall.

A compelling highlight of the programme will be the unveiling of a commemorative plaque dedicated to the selfless efforts of these residents, symbolizing unity and progress in our community.

Your gracious presence will encourage and inspire all residents to continue their valuable contributions.

Looking forward to your kind acceptance.

Thanking you,

Satish
President
Surya Vikas RWA

Key Points: Formal salutation - Mention purpose and date/time of the function - Highlight plaque unveiling ceremony - Express hope for acceptance - Signature with designation and association name

Question 21.

You are Dr. Vora, a certified art therapist from Manipur. You have been invited by Green Valley Public School, Jammu to conduct a seminar on ‘Art Therapy, the Way Forward’ for the students. Draft a reply accepting the invitation.

[4 Marks]

Answer: Green Valley Public School
Jammu

Date: 15 June 2024

Subject: Acceptance of Invitation to Conduct Seminar on "Art Therapy, the Way Forward"

Respected Principal,

I am Dr. Vora, a certified art therapist from Manipur. I am writing to express my sincere gratitude for inviting me to conduct a seminar on "Art Therapy, the Way Forward" for the students of your esteemed school. I am pleased to accept your kind invitation and look forward to sharing my knowledge and experience with the students. Kindly inform me about the date, time, and other formalities for the seminar.

Thank you once again for this opportunity.

Yours sincerely,
Dr. Vora

Key Points: Formal salutation - Acceptance of invitation - Gratitude for the opportunity - Request for details about the seminar - Polite closing

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Section F

Question 22.

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]

Answer: (a) Sophie belongs to a middle-class family, which is financially comfortable but faces social and personal limitations. Her family can afford a car and a house, but Sophie feels trapped and unfulfilled. The indicators of her family’s financial status include the presence of a car, domestic help, and a relatively comfortable urban lifestyle, showing they are not poor but have their own struggles.
(b) Sophie dreams of driving a car and having a glamorous life, which indicates her desire for freedom and self-expression. However, external forces like her father’s authoritarian nature, societal expectations, and peer influence shape her opportunities and limit her choices. Jansie, her friend, discourages her unrealistic dreams, reflecting the reality imposed by their environment.
(c) Mukesh, on the other hand, comes from a very poor socio-economic background, belonging to a family of ragpickers and child labourers as depicted in ‘Lost Spring.’ His dreams of education and a better future are crushed by poverty and exploitation. The external factors like lack of education, economic hardship, and social inequality dictate his harsh reality.
(d) Both Sophie and Mukesh aspire for better lives, but their realities are shaped by external socio-economic and familial forces. Sophie’s limitations come from social expectations and family dominance, while Mukesh faces the brutal challenges of poverty and child labour. Their stories highlight how aspirations are often restrained by external conditions beyond individual control, reflecting the influence of society and economic status on one’s opportunities and future.

> **Key Points: Sophie’s middle-class background - Indicators like car and house showing financial comfort - Sophie’s dreams vs parental/societal control - Mukesh’s poverty and child labour background - External forces limiting Mukesh’s education and future - Both characters’ aspirations shaped and limited by socio-economic conditions**

Question 23.

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]

Answer: In the poem ‘My Mother at Sixty Six’, the transient nature of life is shown through the poet’s feelings of sadness and fear as she looks at her aging mother. The poet observes her mother’s face, which looks tired and pale, reminding her of the inevitability of old age and death. The journey to the airport symbolizes the passage of time, and the mother’s declining health reminds the poet of life's fragility and temporary beauty.

In the poem ‘A Thing of Beauty’ by John Keats, the transient nature of beauty is described through the idea that beautiful things provide joy and happiness even when they last for a short time. The poem says that beauty, like a lovely thing or a pleasant sight, never fades completely because it leaves a lasting impression on the mind and soul. Though beauty may disappear, its positive effect remains, symbolizing that though life and beauty are temporary, their impact is eternal.

Comparison: Both poems emphasize that beauty and life are temporary and change with time. ‘My Mother at Sixty Six’ highlights the emotional pain of seeing a loved one age and lose their youthful beauty, while ‘A Thing of Beauty’ celebrates the enduring nature of beauty through memories and feelings. Thus, both poems portray the transient nature of life and beauty by showing their temporariness and their lasting emotional or spiritual effects.

Key Points: Aging and mortality highlighted in 'My Mother at Sixty Six' - Enduring joy of beauty in 'A Thing of Beauty' - Both emphasize the temporary nature of life and beauty with lasting impact

Question 24.

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]

Answer: The presence of school students on the expedition is very important for spreading the message of environmental responsibility and hope. (a) These students represent the future, and taking them to the ends of the earth helps them directly experience the beauty and fragility of our planet. (b) By participating in such expeditions, they gain a new understanding of the environment and the urgent need to protect it. This inspires them to become more responsible citizens who care about nature. (c) Their involvement also brings hope because it shows that the younger generation is ready to learn and take action to save the earth. This educational experience encourages them to share this message with others and become ambassadors for change. (d) Overall, including school students symbolizes a positive step toward a sustainable future as they are the ones who will carry the responsibility of protecting the planet for years to come.

Key Points: Students represent the future - Hands-on experience creates awareness - Inspires environmental responsibility - Brings hope for a sustainable future - Encourages sharing of environmental message

Question 25.

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]

Answer: Pearl S. Buck explores the theme of humanitarianism versus patriotism in 'The Enemy' by portraying the internal conflict faced by the Japanese General who must choose between his love for his country and his sense of compassion for a wounded enemy soldier. Although the General's duty as a patriot demands that he treat the enemy soldier as a prisoner and subject him to interrogation, his humanitarian instincts compel him to provide care and medical treatment to save the soldier's life. This is evident when the General orders the doctor to treat the enemy despite the ongoing war and the risk it poses to national security. Buck uses this situation to show that true humanity transcends national boundaries and enmity. The General is not shown as a selfish or disloyal man, but rather as one who struggles to balance his responsibilities as a citizen with his natural empathy as a human being. The story highlights that patriotism does not mean blind hatred or cruelty to the enemy but can coexist with kindness and moral righteousness. The General's actions reveal that acts of kindness during war are possible and that humanitarianism can sometimes challenge rigid concepts of patriotism, urging readers to consider the value of compassion above all. Thus, Pearl S. Buck effectively explores this theme by showing that in moments of moral decision, humanity should guide even patriotic duties.

> **Key Points: General's internal conflict between duty and compassion - Humanity transcends national loyalty - Compassion can coexist with patriotism**

Section G

Question 26.

You are Kaneshta/Shirish, an avid yoga follower. Write a letter to the editor expressing your views and urging people especially students and young adults to incorporate yoga into their daily lives. You may use some of the given cues along with your own ideas.

- need to follow a disciplined exercise routine
- reduces stress, improves physical and mental health
- increases focus
- schools and educational establishments must encourage practice of yoga

[5 Marks]

Answer: Respected Editor,

I am Kaneshta/Shirish, a regular yoga practitioner and I would like to express my thoughts on the importance of yoga in daily life. Yoga is not just an exercise but a disciplined routine that helps reduce stress and improves both physical and mental health. It increases concentration and focus which is very important for students and young adults to achieve success in their studies and personal life. I urge all schools and educational institutions to promote yoga practice as part of their daily curriculum to help students stay healthy and balanced. Adopting yoga in our lives can lead to a peaceful mind and a strong body. Let us all embrace yoga for a healthier and happier life.

Thank you.

Yours sincerely,

Kaneshta/Shirish

Key Points: importance of disciplined yoga routine - reduces stress and improves health - increases focus and concentration - role of schools in encouraging yoga

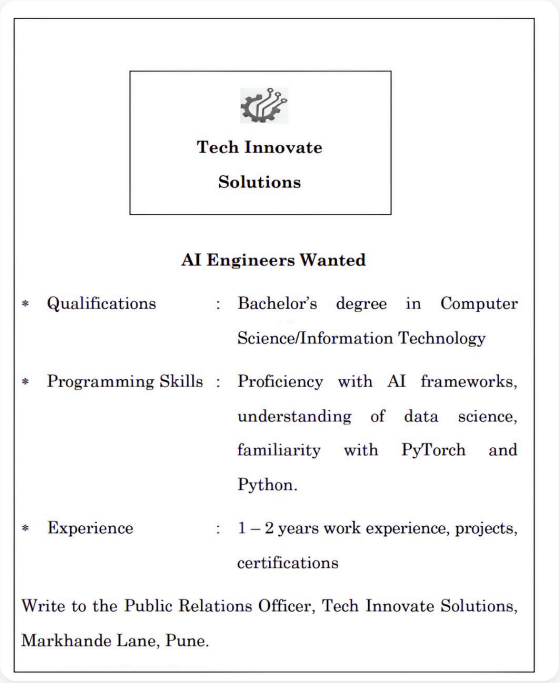
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Section H

Question 27.

You are Roshni/Rohan, a final year student pursuing a degree in Computer Science. You have read the following advertisement in 'The National Times'. You find yourself suitable for the job and wish to apply for the post. Write this job application along with your bio-data.

[5 Marks]



Tech Innovate Solutions

AI Engineers Wanted

* Qualifications : Bachelor's degree in Computer Science/Information Technology
* Programming Skills : Proficiency with AI frameworks, understanding of data science, familiarity with PyTorch and Python.
* Experience : 1 – 2 years work experience, projects, certifications

Write to the Public Relations Officer, Tech Innovate Solutions, Markhande Lane, Pune.

Answer:

Flat No. 402, Green Meadows Apartments,
Kalyani Nagar,
Pune - 411006

22nd June 2026

The Public Relations Officer
Tech Innovate Solutions
Markhande Lane,
Pune

Subject: Application for the post of AI Engineer

Sir/Madam,

In response to your advertisement in 'The National Times' dated 18th June 2026 for the post of AI Engineer, I wish to offer my candidacy for the same.

I am a final-year student pursuing a Bachelor’s degree in Computer Science. I have a strong foundation in Python programming, data science concepts, and modern AI frameworks like PyTorch. Additionally, I have completed relevant academic projects and certifications during my course that align perfectly with your requirements. I am highly motivated, eager to learn, and ready to contribute effectively to your esteemed organization.

I am enclosing my detailed bio-data herewith for your kind perusal. If given an opportunity, I assure you that I will work with utmost dedication and sincerity.

Thanking you.

Yours faithfully,
Rohan / Roshni

Enclosure: Bio-data

Bio-Data

- Name: Rohan / Roshni
- Father's Name: Mr. K. S. Sharma
- Date of Birth: 15th August 2004
- Gender: Male / Female
- Marital Status: Unmarried
- Permanent Address: House No. 123, Sector 4, Pune

- **Educational Qualifications:**
  - Pursuing B.Tech in Computer Science (Final Year), ABC University (Expected 8.5 CGPA)
  - Class XII (CBSE Board), XYZ Public School (92% marks)
  - Class X (CBSE Board), XYZ Public School (95% marks)
- **Technical Skills:**
  - Programming Languages: Python, C++
  - AI Frameworks & Libraries: PyTorch, NumPy, Pandas, Scikit-Learn
  - Areas of Interest: Machine Learning, Data Science, Neural Networks
- **Experience / Projects:**
  - Completed a 6-month internship as an AI Developer trainee at TechTinker Labs.
  - Developed a "Predictive Analytics Model using PyTorch" as a major college project.
- **Certifications:** Certified Data Scientist (Python) from Coursera / DeepLearning.AI
- **Languages Known:** English, Hindi, and Marathi

Key Points:

Section I

Question 28.

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 along with 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]

Answer: The Vanishing Art of Slowing Down

In today's fast-paced world, hustle culture and constant technology use have taken a toll on our mental well-being. People are constantly busy, leading to stress and anxiety. We are losing our connection with nature, with other people, and even with our own thoughts and feelings. Mindful celebrations and slow living help us to appreciate the moment and find peace.

Schools, communities, and media have an important role to play in promoting slower, healthier lifestyles. They can educate us about the benefits of relaxation and encourage moments of silence and reflection.

It is essential to set digital boundaries, take time for reflection, and enjoy simple joys like spending time with family, walking in nature, or just breathing deeply. Slowing down is not just an art, but a need for better mental health and a happier life. We must learn to embrace it for a balanced future.

Key Points: Impact of hustle culture and technology on mental well-being - Losing connection with nature, people and self - Importance of mindful celebrations and slow living - Role of schools, communities, and media in promoting slow living - Need for digital boundaries, reflection and simple joys

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Section J

Question 29.

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]

Answer: Report on ‘Tastes of India’ Week at Our School

What: Our school organised a special event called ‘Tastes of India’ Week to introduce students to the rich diversity of Indian cuisine. Various activities such as cooking demonstrations, food stalls, recipe sharing sessions, and cultural performances were held.

When: The event took place from 10th to 14th March 2024.

Where: All the activities were conducted on the school premises, including the auditorium, classrooms, and the school courtyard.

Who: The entire student body, teachers, and staff participated actively. The chief guest for the closing

ceremony was Chef Sanjay Singh, a renowned expert in Indian cuisine.

Why: The main reason for organising this week was to educate students about the variety of food across different regions of India and to promote cultural unity through culinary arts.

How: The programme was organized by the school's cultural committee with the help of the Home Science department. Students from different classes prepared traditional dishes from their native states and presented information about the ingredients and cooking methods. There was also a photo exhibition showcasing famous food delicacies from various Indian states.

Overall, the 'Tastes of India' Week was a grand success. It helped students appreciate the diversity of Indian cuisine and encouraged them to learn about different cultures. The event fostered a spirit of cooperation and cultural pride among the students and staff.

Key Points: Organised 'Tastes of India' Week - Activities included cooking, exhibitions and performances - Participation by students, teachers and chief guest Chef Sanjay Singh - Held on school premises - Aim to educate on Indian cuisine diversity and promote unity - Successful impact on students' cultural understanding and appreciation