Roll No. ☐☐☐☐☐☐☐☐

Q.P. Code 1/4/1

ENGLISH (CORE)

CBSE Class XII Board Examination 2025 — with answers

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

General Instructions:

1. The paper has 13 questions; all of them are compulsory.
2. It is divided into three sections: Section A – Reading Skills, Section B – Creative Writing Skills, Section C – Literature.
3. Follow the specific instructions given with each question or part, and write the correct question number and part in the answer sheet.
4. Keep to the word limit prescribed for each answer.
5. 15 minutes are given only for reading the question paper before writing begins.

SECTION A

Reading Skills (22 marks): two unseen passages.

1. *Unseen passage — a discursive piece arguing that gossip is a natural, even useful, part of human conversation and bonding, and distinguishing harmful, active and passive gossip — not reproduced. Q1 (i)–(x) are based on it: completion, analogy, classification, MCQ and short-answer items; (ii) and (v) carry 2 marks each, the rest 1 mark each.* **12**

2. *Unseen passage — a report of a survey on how people in Kerala use smartphones (purposes shown in a frequency/percentage table) and its effect on face-to-face interaction — not reproduced. Q2 (i)–(viii) are based on it: completion, classification, MCQ and short-answer items; (v) and (vii) carry 2 marks each, the rest 1 mark each.* **10**

SECTION B

Creative Writing Skills (18 marks): attempt any one of (a) or (b) in each question.

3. Notice (about 50 words): As Aruna/Arun, Head Girl/Head Boy of Kohinoor Public School, Hawapuri, write a notice for students of Classes IX–XII announcing an inter-house book review competition and asking interested students to register. Add the other necessary details and put the notice in a box. **4**

ANSWER

Boxed notice: school name, NOTICE, heading (Inter-House Book Review Competition), date; content – event, date/time/venue, Classes IX–XII, how and by when to register, contact person; name + designation (Head Girl/Head Boy).

Model answer (own words):
KOHINOOR PUBLIC SCHOOL, HAWAPURI
NOTICE
Date: 10 March 20XX
INTER-HOUSE BOOK REVIEW COMPETITION
All students of Classes IX–XII are informed that an Inter-House Book Review Competition will be held on 20 March in the school library from 10 a.m. to 12 noon. Each participant will review a book of his/her choice (max. 300 words) and present it in 3 minutes. Houses will earn points for the house trophy. Interested students may give their names to their House Captains by 15 March. For details contact the undersigned.
Aruna/Arun
Head Girl/Head Boy
Marking: Format 1 (school name, NOTICE, date, heading, name + designation, box) · Content 2 (event, date, time, venue, target classes, registration + deadline, contact) · Expression 1 (grammar, spelling, coherence).

OR

Notice (about 50 words): As Renuka/Rahul Bhatia, President of the Residents Welfare Association, J.M. Colony, Pawanshahr, write a notice telling residents about a free eye-care camp for senior citizens of the colony, being organised with a reputed hospital. Give all necessary details and put the notice in a box.

ANSWER

Boxed notice: RWA J.M. Colony, NOTICE, date, heading (Free Eye Care Camp); content – organised with which hospital, for senior citizens, date/time/venue, services offered, what to bring, contact; name + designation (President, RWA).

Model answer (own words):
RESIDENTS WELFARE ASSOCIATION, J.M. COLONY, PAWANSHAHR
NOTICE
Date: 5 May 20XX
FREE EYE CARE CAMP FOR SENIOR CITIZENS
The RWA, in collaboration with City Eye Hospital, is holding a free eye-care camp for senior citizens of the colony on Sunday, 15 May, from 9 a.m. to 2 p.m. at the Community Hall. Free eye tests, cataract screening and spectacles at concessional rates will be offered. Please bring old prescriptions, if any. For registration contact the RWA office (98XXXXXXXX).
Renuka/Rahul Bhatia

President, RWA
Marking: Format 1 · Content 2 (event, partner hospital, target group, date/time/venue, facilities, contact) · Expression 1.

4. Formal invitation (about 50 words): On behalf of the Principal, draft a formal invitation card for parents and guests to the school's Annual Awards Function on Saturday, 9th April. Mention one attractive highlight of the celebration along with the other details. **4**

ANSWER

Card in third person, in a box: host (Principal, staff and students), event (Annual Awards Function), Saturday 9 April, time, venue, chief guest, one compelling highlight, RSVP.

Model answer (own words):
The Principal, staff and students of ABC Public School
request the pleasure of your company
at the ANNUAL AWARDS FUNCTION
on Saturday, 9th April, at 5 p.m.
in the School Auditorium.
Chief Guest: Dr. R.K. Mehta, District Education Officer
Highlight: a musical tribute by the school orchestra and the launch of the 'Star Achievers' wall
RSVP: The Principal, 98XXXXXXXX
Marking: Format 1 (card form, third person, box) · Content 2 (host, event, date, time, venue, chief guest, highlight, RSVP) · Expression 1.
Common mistake: writing it as a letter in first person – a formal invitation card is always in the third person.

OR

Informal reply (about 50 words): You are Sonali/Sohail of 4, A.C. Nagar, Akashgarh. Your friend Jyoti has invited you to a party she is throwing to celebrate her appointment as a Junior Scientist at ISRO. Write an informal reply accepting the invitation.

ANSWER

Sender's address, date, 'Dear Jyoti', thanks + congratulations, acceptance with reference to the party details, closing ('Yours lovingly'), name.

Model answer (own words):
4, A.C. Nagar, Akashgarh
12 March 20XX
Dear Jyoti,
Thank you so much for inviting me to your party. Congratulations on becoming a Junior Scientist at ISRO – you have worked so hard for it! I will surely be there on Saturday at 7 p.m. at your place to celebrate with you. Looking forward to it.
Yours lovingly,
Sonali/Sohail
Marking: Format 1 (sender's address, date, salutation, complimentary close) · Content 2 (thanks, acknowledges the invitation and its details, clear acceptance) · Expression 1.

5. Job application with bio-data (120–150 words): You are Sunita/Sunil of 49, Oldams, Samudranagar. Five Star Sports Academy, 17, Mound Road, Samudranagar, has advertised for a Junior Football Coach. Requirements in the advertisement: at least 2 years' experience of designing training sessions and preparing teams for state-level competitions; knowledge of modern coaching methods, football techniques, defence, organisation and leadership skills; qualification B.A., B.P.Ed. Apply to the Director with your bio-data. **5**

ANSWER

Covering letter (sender's address, date, The Director, Five Star Sports Academy…, subject, salutation, body: source of advt, interest, matching qualification/experience/skills, request for interview, close, name) + separate bio-data (personal details, qualifications, experience, skills, achievements, references).

Model answer (outline, own words):
Letter: 49, Oldams, Samudranagar · date · The Director, Five Star Sports Academy, 17, Mound Road, Samudranagar · Subject: Application for the post of Junior Football Coach · Sir/Madam, In response to your advertisement in a recent newspaper, I wish to apply for the post of Junior Football Coach. I hold a B.A. and a B.P.Ed. and have three years' experience of coaching school teams, two of which reached the state finals. I am trained in modern coaching methods and in planning defence drills, and I enjoy leading young players. My bio-data is enclosed. I would be glad to attend an interview at your convenience. Yours faithfully, Sunil.
Bio-data: Name, date of birth, address, phone, e-mail; Qualifications – B.A., B.P.Ed.; Experience – 3 years as football coach; Skills – modern coaching, defence tactics, team management, leadership; Achievements – state-level runners-up team; Languages; References – two names.
Marking: Format 1 (sender's address, date, receiver's address, subject, salutation, complimentary close, name) · Content 2 (letter + bio-data matching the advertisement) · Expression 2.

OR

Letter to the editor (120–150 words): You are Mridula/Mridul of 7, M Layout, Neelpuri. Several recent hit-and-run accidents, mostly involving juvenile drivers, have cost precious lives. Write to the editor of a national daily voicing your concern and suggesting ways to prevent such incidents. Points you may use: who is responsible; why such cases are rising; the role of parents, government agencies and laws; how schools and society can teach youngsters traffic rules and responsible driving.

ANSWER

Formal letter: sender's address, date, The Editor (national daily), subject, Sir/Madam, concern + causes + responsibility + suggestions (parents, police/laws, schools, society), Yours faithfully, name.

Model answer (key content, own words):
Subject: Rising hit-and-run cases involving juvenile drivers.
• Concern: young lives lost; under-age drivers flee after accidents.
• Responsible: the minors, and parents who hand them vehicles; weak enforcement.
• Reasons: thrill of speed, showing off, peer pressure, mobile use while driving, no fear of law.
• Measures: parents must not let minors drive; strict penalties on vehicle owners/parents; police checks and CCTV; quick prosecution under the Motor Vehicles Act.

• Schools and society: road-safety workshops, traffic-park visits, awareness campaigns, NSS/NCC drives.
• Closing appeal to authorities to act before more lives are lost.
Marking: Format 1 (sender's address, date, receiver's address, subject, salutation, close, name) · Content 2 (concern, causes, suggestions) · Expression 2.

6. Article (120–150 words): Many young people use fitness apps without thinking, and with the Fit India push it is time to weigh their benefits and drawbacks. As Kirti/Kirat, the school fitness coach, write an article for the school magazine on the pros and cons of fitness apps. Cues: why people like them; how they track health; their disadvantages; risks to privacy and personal data; how to use them wisely. **5**

ANSWER

Title + byline (Kirti/Kirat, Fitness Coach); intro; pros (convenience, tracking steps/heart rate/sleep/calories, motivation, goals); cons (blind dependence, inaccurate data, over-exercise, screen time); privacy/data risks; judicious use; conclusion.

Model answer (key content, own words):

Title: Fitness Apps – Friend or Foe? By Kirat, Fitness Coach

• Why popular: easy, cheap, available 24×7, give reminders and goals, make fitness fun.

• How they monitor: count steps, calories, heart rate, sleep and water intake through phone sensors or smart-watches.

• Disadvantages: readings may be inaccurate; one-size-fits-all plans can cause injury; users may ignore doctors' advice; more screen time, obsession with numbers.

• Privacy: health and location data may be sold or leaked; weak passwords and too many permissions are risky.

• Wise use: choose trusted apps, limit permissions, use them as a guide not a doctor, combine with outdoor play and a balanced diet, consult experts.

• Conclusion: technology should support Fit India, not replace common sense.

Marking: Format 1 (title and byline) · Content 2 · Expression 2.

OR

Report (120–150 words): You are Ritika/Ritik of Class XII-D, a member of the school editorial board. Write a detailed report on the activities students carried out during Cyber Safety Awareness Week – describe the events, who took part, and the effect on the school community. Use the cues Who–What–When–Where–Why–How.

ANSWER

Title, byline (Ritika/Ritik, XII-D), place and date; what/when/where/why; events (talk by cyber-cell officer, poster/slogan competition, skit, quiz, workshop on passwords and privacy); participation; impact; conclusion.

Model answer (key content, own words):

Title: Students Learn to Stay Safe Online – by Ritik, XII-D

Place/Date line: ABC School, 12 February.

• What/when/where: Cyber Safety Awareness Week held from 5 to 11 February in the school campus.

• Why: to protect students from cyberbullying, online fraud, phishing and misuse of personal data.

• Events: talk by a police cyber-cell officer; workshop on strong passwords and privacy settings; poster and slogan competition; skit on cyberbullying; inter-house quiz; pledge assembly.

• Participation: about 600 students of Classes VI–XII, teachers and parents.

• Impact: students reported safer online habits, a help-desk and complaint box were set up, parents appreciated the drive.

> • Conclusion: the Principal promised to make it a yearly event.
> Marking: Format 1 (title, byline, place/date) · Content 2 · Expression 2.

SECTION C

Literature (40 marks): Q7–9 extract-based (any one of (a)/(b)); Q10 any five of six and Q11 any two of three, in 40–50 words; Q12–13 any one of two, in 120–150 words.

7. Aunt Jennifer's Tigers (Adrienne Rich) – the extract describes Aunt Jennifer's nervous fingers struggling with her needle under the heavy weight of her wedding ring, and says that after her death her hands will stay marked by her ordeals while the tigers she embroidered keep prancing fearlessly. **6**

(i) Complete: the heavy weight of the 'wedding band' stands for _____.

(ii) The phrase 'fingers fluttering' shows Aunt Jennifer in a constant state of _____ (nervousness/happiness).

(iii) Assertion: Aunt Jennifer's life is full of agony and pain. Reason: she is a victim of a male-dominated society. Choose: (A) both true, R explains A; (B) both true, R does not explain A; (C) A true, R false; (D) A false, R true.

(iv) Complete: the line saying the tigers will go on prancing refers to the _____ of art.

(v) The words 'terrified hands' and 'ordeals' highlight the _____ of women in marriage.

(vi) The tigers on the panel symbolise: (A) Aunt Jennifer's interest in wildlife (B) tigers in a green forest (C) Aunt Jennifer's deep desire for freedom (D) tigers that are yellow in colour.

ANSWER

(i) burden/constraints of married life, male dominance (ii) nervousness (iii) (A) (iv) permanence/immortality (v) suffering/oppression (vi) (C)

(i) The ring is not physically heavy; it stands for the burden of marriage – duties, restrictions and the husband's dominance.

(ii) Fluttering fingers that find even a light ivory needle hard to pull show fear and nervousness, not happiness.

(iii) (A) – her pain comes precisely from living under a dominating husband in a patriarchal set-up, so the reason explains the assertion.

(iv) Art outlives the artist: the tigers will go on after she is dead – the permanence/immortality of art.

(v) They show the pain, fear and oppression women may suffer in marriage.

(vi) (C) – the bold, fearless tigers are everything she is not; they express her longing for freedom and courage.

OR

My Mother at Sixty-six (Kamala Das) – the extract describes the poet driving from her parents' home to Cochin with her mother dozing beside her, pale like a dead body; she painfully realises how old her mother is, then pushes the thought away and looks out at the fast-moving young trees and cheerful children outside.

(i) Complete: the words 'doze' and 'open mouthed' indicate the mother's _____.

(ii) Give the phrase showing that images of energy and youth affect the poet's thoughts.

(iii) What does the image 'trees sprinting' NOT represent? (A) energy (B) liveliness (C) shade (D) vitality

(iv) The phrase 'ashen like that of a corpse' shows the poet's use of _____ (irony/imagery).

(v) The poet cannot bear to look at her ageing mother because: (A) her mother had refused to come with her (B) she is upset that her mother dozes off (C) it upsets her to see her mother's ageing face (D) she is in a hurry to reach the airport

(vi) Assertion: the mother was going with her daughter to the airport. Reason: the daughter

was leaving her mother behind and flying away. Choose: (A) both true, R explains A; (B) both true, R does not explain A; (C) A true, R false; (D) A false, R true.

ANSWER

(i) old age/frailty (ii) 'put that thought away' / 'young trees sprinting' / 'merry children spilling out' (iii) (C) shade (iv) imagery (v) (C) (vi) (A)

(i) Dozing with the mouth open shows weakness, exhaustion and old age.
(ii) Seeing the lively trees and children, she pushes away the painful thought – any of these phrases earns the mark.
(iii) (C) – the running trees suggest energy, life and youth; 'shade' is not part of the image.
(iv) Imagery – a vivid picture comparing the pale face to a corpse, hinting at approaching death.
(v) (C) – the sight of her ageing mother reminds her of possible loss, which hurts her.
(vi) (A) – the mother came to see her off because the daughter was flying away; the reason explains the assertion.

8. The Enemy (Pearl S. Buck) – in the extract the cook scornfully remarks that the young master saves every life because he is proud of his skill, Yumi worries about the children if their father is branded a traitor, and they deliberately speak loudly enough for Hana, arranging flowers nearby, to hear. **4**

(i) Complete: the cook's tone about the master's skill is _____.

(ii) The servants spoke on purpose so that Hana would hear, to convey their: (A) interest (B) disapproval (C) sympathy (D) respect

(iii) Why is Yumi's worry about the children justified?

(iv) The extract shows a _____ (superficial/close) relationship between the master and the servants.

ANSWER

(i) contemptuous/sarcastic (ii) (B) disapproval (iii) if Dr Sadao is caught for treason, the children too will suffer (iv) close

(i) The cook speaks with contempt and sarcasm – he feels the doctor's pride in his skill is putting the family in danger.

(ii) (B) – they wanted Hana to know they disapproved of sheltering the American enemy.

(iii) Hiding an enemy prisoner during war is treason; if Sadao is caught, his family's honour and the children's future will be ruined.

(iv) Close – the servants feel free to express their worries and care about the family's children, showing a long, close association.

OR

The Tiger King (Kalki) – in the extract a British officer's secretary tells the Maharaja that the officer only wants a photograph of himself holding a gun over a dead tiger, the Maharaja may do the killing; the Maharaja still refuses, fearing more such requests, and so risks losing his kingdom.

(i) The last line reflects _____ (an oppressive/a courageous) attitude of the British officers.

(ii) Why did the British officer want a photograph with the tiger's carcass?

(iii) The Tiger King's refusal reflects: (A) his concern for the tiger population (B) his courage to deny permission to the British officer (C) his ego and selfishness (D) his strained rapport with the British officer

(iv) Complete: the Maharaja's _____ action put his kingdom in danger.

ANSWER

(i) an oppressive (ii) to satisfy his ego / show off his hunting (iii) (C) (iv) thoughtless/foolish/egoistic

(i) A ruler could lose his kingdom just for refusing an officer's wish – this shows the British were oppressive.

(ii) A photograph standing over a dead tiger would feed his pride and let him show off his 'hunting' prowess.

(iii) (C) – he refused only because he wanted all hundred tigers for himself, not for any noble reason.

(iv) Thoughtless/foolish/egoistic – his stubborn refusal angered the British (he later saved his throne only by sending costly diamond rings to the officer's wife).

9. The Rattrap (Selma Lagerlöf) – in the extract the peddler, remembering the thirty kronor he had stolen, fears going to the manor house and only wants to sleep in the forge and slip away; the ironmaster, thinking he is ashamed of his ragged clothes, assures him the house is not grand, says his wife is dead, his sons are abroad and only he and his eldest daughter are at home with no company for Christmas, and invites him to help finish the Christmas food. **6**

(i) What does 'throwing himself into the lion's den' mean here?

(ii) What does 'sneak away' show about the peddler's intention?

(iii) The ironmaster's remark that no one is at home except his daughter and himself shows he was leading a _____ (peaceful/lonely) life.

(iv) The spirit of Christmas reflected in his regret at having no company is: (A) to make a special dish (B) to invite guests to join the celebration (C) to show off his wealth (D) to conduct communal prayers

(v) Complete: the peddler felt uncomfortable at the invitation because he only wanted to _____.

(vi) By saying his home is not so fine, the ironmaster wanted the peddler to feel _____ (awkward/comfortable).

ANSWER

(i) walking into danger – being caught for the theft (ii) to escape unnoticed (iii) lonely (iv) (B) (v) sleep in the forge and slip away unnoticed (vi) comfortable

(i) Going to the manor house meant risking exposure as a thief and being caught – deliberately walking into danger.

(ii) He planned to leave quietly and secretly, without being noticed or caught.

(iii) Lonely – wife dead, sons abroad, only a daughter at home.

(iv) (B) – Christmas is about sharing joy with others, so he wants guests.

(v) be left alone – rest in the forge for the night and leave quietly.

(vi) Comfortable – he wanted to remove the peddler's embarrassment about his shabby clothes.

OR

Going Places (A.R. Barton) – in the extract Jansie tells Sophie she will not be made a manager straight away; Sophie boasts she will be like a famous designer and own the most amazing shop in the city; Jansie, knowing both are destined for the biscuit factory, feels sad and later reminds Sophie to be sensible, since shop work pays poorly and her father would not allow it.

(i) Jansie's opening remark shows which trait of the speaker? (A) optimistic (B) pessimistic (C) realistic (D) fatalistic

(ii) Sophie's claim that people will notice her talent from the start shows her _____ (modesty/overconfidence).

(iii) Jansie's remark that shop work is poorly paid shows her as: (A) a happy-go-lucky girl (B) a practical friend of Sophie (C) a casual friend of Sophie (D) a jealous friend

(iv) Complete: from 'your dad would never allow it', we infer that Sophie's father is _____.

(v) Jansie's advice to Sophie to be sensible shows her: (i) indifference (ii) concern (iii) regret (iv) envy

(vi) What does the word 'earmarked' (for the biscuit factory) convey?

ANSWER

(i) (C) realistic (ii) overconfidence (iii) (B) (iv) strict/practical (v) (ii) concern (vi) already destined/fixed for that job

(i) (C) – Jansie knows how the world works; nobody becomes manager straight away.
(ii) Overconfidence – Sophie assumes instant success without any experience.
(iii) (B) – she points to real facts about pay, like a practical friend.
(iv) Strict, practical, realistic – he would not let her take low-paying shop work.
(v) (ii) concern – she worries Sophie will be hurt by her unrealistic dreams.
(vi) It means the girls' future was already decided for them – both were bound to work in the biscuit factory because of their background.

10. *Answer any FIVE of the following six questions in 40–50 words each (2 marks each).* **10**

(a) The Last Lesson: Why does M. Hamel call one's language a key to freedom from slavery? (40–50 words)

ANSWER

Language keeps a people's identity alive and unites them; as long as they hold on to it, they can resist the conqueror.

Value points: language is part of a people's identity; it unites them; it keeps their culture alive and can awaken them to stand together against the common enemy. Once a nation forgets its language, it truly becomes enslaved; if the French of Alsace keep French alive, they hold the key to their prison.

Marking: Content 1 + Expression 1.

(b) Lost Spring: How is Mukesh a ray of hope for the bangle-making community of Firozabad? (40–50 words)

ANSWER

He dares to dream of becoming a motor mechanic, breaking the family tradition of bangle making.

Value points: unlike others trapped in the family trade, Mukesh dares to dream; he wants to be a motor mechanic and drive a car; he is ready to walk to a distant garage to learn; his courage to break the vicious circle of poverty and caste inspires other children of the community.

Marking: Content 1 + Expression 1.

(c) A Thing of Beauty (John Keats): What importance does beauty have in a person's life? (40–50 words)

ANSWER

Beauty gives lasting joy, peace and good health and helps us face the gloom and struggles of life.

Value points: a beautiful thing is a lasting source of joy; it gives calm, peace, sound sleep and sweet dreams, good health; it removes the 'pall' of sadness from our spirits and gives us strength to bear the troubles of daily life.

Marking: Content 1 + Expression 1.

(d) The Interview: How did Umberto Eco show an innovative style in presenting his doctoral dissertation? (40–50 words)

ANSWER

He told the story of his research – including his trials and errors – in a narrative style instead of a dry, formal presentation.

Value points: academic writing usually gives only final conclusions; Eco narrated the whole story of his research like a story, including his mistakes and false starts. This informal narrative approach made his scholarly work readable and later shaped his novels.

Marking: Content 1 + Expression 1.

(e) A Roadside Stand (Robert Frost): What is the poet's complaint in the poem? (40–50 words)

ANSWER

The city people and those in power ignore the poor rural folk – travellers do not stop to buy, and the promises of 'good-doers' are false.

Value points: the passing city people are indifferent and rush by without buying; if they stop it is only to complain or ask the way; the government and so-called benefactors make false promises and exploit the poor like beasts of prey. Frost grieves at this apathy and the widening rural–urban gap.

Marking: Content 1 + Expression 1.

(f) Poets and Pancakes (Asokamitran): What link does the author see between Gemini Studios' make-up department and national integration? (40–50 words)

ANSWER

Its staff came from all over India, so the department was a living example of national integration.

Value points: the make-up department was first headed by a Bengali, later by a Maharashtrian, assisted by a Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and local Tamils – people of many regions working together, which the author humorously calls national integration.

Marking: Content 1 + Expression 1.

11. *Answer any TWO of the following three questions in 40–50 words each (2 marks each).* **4**

(a) Journey to the End of the Earth (Tishani Doshi): How did the 'Students on Ice' programme serve as a wake-up call for the young? (40–50 words)

ANSWER

It took students to Antarctica to see global warming first-hand, so that they would understand the danger and act to protect the planet.

Value points: the programme gives high-school students a first-hand look at retreating glaciers and collapsing ice shelves; it shows them that global warming is real; at an age when they are ready to learn and act, it builds respect for the planet and inspires them to make responsible choices and future policies.

Marking: Content 1 + Expression 1.

(b) The Third Level (Jack Finney): What did Charley realise on seeing a copy of the newspaper 'The World'? (40–50 words)

ANSWER

That he had reached the third level and gone back in time to 1894.

Value points: the paper was dated 11 June 1894 and carried news of President Cleveland; 'The World' had stopped publishing long ago. Charley understood he had stepped into the past – the mysterious third level of Grand Central station had taken him back to 1894.

Marking: Content 1 + Expression 1.

(c) Memories of Childhood: 'Success is the best revenge.' How does Zitkala-Sa prove this? (40–50 words)

ANSWER

Despite humiliation at the missionary school, she completed her education, became a famous writer and used her writing to fight injustice.

Value points: she suffered cultural humiliation (shingling of hair, tight clothes) but did not give up; she studied hard, became an educated, successful writer and activist; through her writings she exposed racial discrimination and fought for the rights of Native Americans – her success itself answered her oppressors.

Marking: Content 1 + Expression 1.

12. Indigo and Deep Water: Compare and contrast Rajkumar Shukla ('Indigo') and William Douglas ('Deep Water') in terms of courage, constraints and determination. (120–150 words) **5**

ANSWER

Both show courage and determination in overcoming obstacles; Shukla fights poverty, illiteracy and exploitation to bring Gandhi to Champaran, Douglas conquers a deep childhood fear of water through months of training.

Value points:

• Similarity: both are courageous, patient and resolute; both refuse to give up until they succeed.

• Shukla – constraints: poor, illiterate sharecropper, oppressed by British landlords; determination: followed Gandhi from Lucknow to Cawnpore, Ahmedabad and Calcutta until Gandhi agreed to visit Champaran; result: the Champaran movement began.

• Douglas – constraints: fear of water from a childhood wave at the beach and near-drowning at the YMCA pool; it spoiled his enjoyment of water sports; determination: hired an instructor, trained for months, tested himself in lakes and finally swam freely in Warm Lake.

• Contrast: Shukla's fight is social and for others; Douglas's is personal and psychological.

Marking: Content 3 (at least one point from each text) + Expression 2.

OR

Lost Spring and A Roadside Stand: Analyse the lesson and the poem with reference to social inequality and society's indifference. (120–150 words)

ANSWER

Both show the poor trapped in poverty and neglected – the ragpickers and bangle-makers in 'Lost Spring', the rural stand-owners in 'A Roadside Stand' – while the privileged and the authorities look away or exploit them.

Value points:

• Lost Spring: ragpickers of Seemapuri and bangle-makers of Firozabad live without basic amenities; children are pushed into child labour and denied education; caught in the vicious web of moneylenders, middlemen, police and politicians; society and the system ignore them.

• A Roadside Stand: poor rural folk set up a stand hoping for city money; cars rush past without stopping; the rich are indifferent; 'good-doers' and planners make promises they do not keep and exploit them like beasts of prey.

• Common theme: wide gap between rich and poor, urban and rural; apathy of society and government keeps the poor trapped; both writers appeal for compassion.

Marking: Content 3 (at least one point from each text) + Expression 2.

13. On the Face of It (Susan Hill): How did Mr Lamb's habits of watching, listening and thinking help Derry change his outlook on life? (120–150 words) **5**

ANSWER

Mr Lamb's open-minded, positive way of looking at the world taught Derry to stop brooding over his burnt face, to value life and to stand up for himself.

Value points:

• Mr Lamb lives alone yet is happy – he sits in his garden watching, listening and thinking; he has no curtains because he does not like shutting things in or out.

• He sees everything positively: the bees' buzzing is 'music', weeds are as good as flowers, his tin leg is just a fact of life.

• He tells Derry that hate and self-pity harm more than a scar, and that people will accept him if he accepts himself.

• Effect on Derry: he stops withdrawing from the world, finds courage to defy his mother, decides to return to the garden to listen and look, and starts thinking beyond his burnt face.

Marking: Content 3 + Expression 2.

OR

Journey to the End of the Earth: Tishani Doshi suggests that humans' attempt to dominate nature is behind today's problems. Support this with evidence from the text. (120–150 words)

ANSWER

Human dominance – over-exploitation of resources, population growth and burning fossil fuels – has caused global warming, melting ice and ecological imbalance.

Value points:

• Humans have existed for only about 12,000 years yet have changed the planet's face – cities, megacities, dense populations.

• Rapidly growing population competes for limited resources.

• Unchecked burning of fossil fuels has blanketed the earth with carbon dioxide and raised global temperatures.

• Result: glaciers retreating, ice shelves collapsing, polar ice caps melting, threatening sea-level rise and food chains (e.g. phytoplankton).

• Human apathy disturbs ecosystems and biodiversity; Antarctica warns us that small changes have big consequences.

Marking: Content 3 + Expression 2.

— END —

Questions restated from the CBSE Class XII Board Examination 2025 (set 1/4/1) for practice. Reading passages and map items are described, not reproduced.